DOCUMENT RESUME

ED 215 537 EC 142 197

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TITLE	Capable Reader Program: Lesson Plan Guide. Units B1; B2; B3; [and] B4. Pilot Year 1979-1980, Final Edition 1980-1981.
INSTITUTION	Beloit Public Schools, Wisc.
PUB DATE	21 Feb 81
NOTE	356p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 192-199.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Academically Gifted; *Critical Reading; Curriculum Guides; Elementary Education; Lesson Plans; *Reading Comprehension; *Student Educational Objectives

ABSTRACT

Part of a curriculum series for academically gifted elementary students in the area of reading, the four lesson plan guides each fucus on one of the following major objectives: (1) identifying the relationship between the major and minor premise and stating whether the conclusion is a fallacy in reasoning; (2) recognizing the pursuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques; (3) evaluating material by verifying information, finding contradictions, and making comparisons of sources to support a point of view; and (4) generalizing as to the author's purpose and form of writing and thinking, such as fact, fiction, or opinion, inductive and deductive reasoning, and supportive statements. The major portion of each guide consists of a chart showing specific objective; the lesson, procedures, and activities; evaluation suggestions; program materials; related materials; and optional, additional, or more elaborate skills and literary information. Supplementary information includes worksheets and reference materials. (DB)

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CAPABLE READER PROGRAM

UNIT B1

LESSON PLAN GUIDE

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC142197

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CAPABLE READER PROGRAM

UNIT B1

OBJECTIVE

Given a selection, the student will identify the relationship between the major and minor premise and state whether the conclusion is a fallacy in reasoning.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	(Note to teacher: It is helpful, before teaching this unit, to read the introduction in the Teacher Resource Book, pages 341-343 and 345-346. The lessons go more smoothly if you are able to answer the questions yourself before teaching each lesson.	
I. The student determines whether a conclusion to a syllogism that has one major and one minor premise is right or wrong.	I. Major Premise - Minor Premise: Right? Wrong? A. Discuss with students the reason for teaching logic. 1. Every person is influenced when he reads by his/her a. Intelligence b. Understanding c. Attitude toward the subject 2. There should be an objective, unemotional way with which to reason and comprehend. 3. Stating whether a conclusion is a fallacy or not, requires a progression of reasoning skills that you must develop in order to come to objective, logical conclusions.	
**The student will be able to identify the parts of a syllogism through an introductory discussion of terms and written identification of the major and minor premises. The use of visuals will be a means to this end, also. 5	B. What is a syllogism? 1. A "word problem" consisting of three parts a. A statement of a relationship between two terms. b. A specific instance (example) of either of the two terms (or negation of either of the terms*) c. A conclusion based on the terms. 2. Syllogisms take on several forms, however, you should be able to identify the three parts, regardless. C. Studying the first part of a syllogism—the "major premise." 1. Two ways of stating the major premise. a. Traditional way b. Conditional way (cause-effect) 2. A major premise describes an important sequence of events or a relationship in word problem form. We should assume the major premise is true.	6

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 345-346	Overhead Projector/Transparency or Blackboard/chalk WRITE: All poodles are dogs. (1st term) (2nd term) WRITE: Sully is a poodle. (1st term) [or Sully is not* a poodle.] (1st term) WRITE: Sully is a dog. [or We can't say*--indeterminate.] WRITE: All ________ are ________. WRITE: If ________, then ________.	A bulletin board with this basic sample of information in various meaningful color strips might be helpful over a long period of time.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	3. Let's see if you can visualize these major premises. a. Worksheet #1, as found on Page 357 in the Teacher Resource Book. b. Teacher answers in Teacher Resource Book.	
••The student can identify major premise formats in every day life.	A. Look and listen for major premises in your every day life. Bring in examples. 1. See letters "c" and "e" activities in Teacher Resource Book. 2. Write examples brought to class, on a chart for the room.	
	A. Evaluation	Identify major premise type sentences from a set of given sentences.
••The student can apply his awareness of major premises in every day life through gathering of examples and through reading and responding to things that he/she reads.	A. Additional follow-up activities: Students may begin to apply their abilities in critical thinking, their skills in reading problem-solving kinds of stories through any of the following selections. (Perhaps they'll even locate some major premises for the class chart.) 1. Be A Better Reader I, pages 10-11 2. Be A Better Reader I, page 30 3. Be A Better Reader I, pages 76-77 4. Be A Better Reader I, pages 90-91	
••The student will learn to identify a minor premise and understand the role of a minor premise in a syllogism.	A. Review major premise idea from page 1 in this lesson plan guide. 1. What is it? 2. What does it do? 3. What are its parts? B. Developing the minor premise idea. 1. Choose one of the major premises suggested and write a minor premise. 2. The minor premise is the second important part of a syllogism and it says:	

(continued)

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, Worksheet #1, page 357		
Teacher Resource Book, pages 346-347, c and e.	safety pins chart paper for display chart paper for collected major premises	
Teacher Resource Book, page 347 (d)		
Teacher Resource Book, transparency #1, page 358		
	Be A Better Reader I, pages 10-11 Be A Better Reader I, page 30 Be A Better Reader I, pages 76-77 Be A Better Reader I, pages 90-91	
Teacher Resource Book, page 348 (a)		
OR	felt tip marker, paper strips red Whenever Billy goes to the zoo, he buys some fish to feed the seals. (major) Billy is going to the zoo. (minor) ← blue He bought fish to feed the seals. (conclusion) ← green Billy didn't buy some fish. (minor) ← blue Billy didn't go to the zoo. (conclusion) green	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	a. The first event or term happened. b. The second event didn't happen. 3. If the minor premise says the first event happened, the correct conclusion will say the second event happened. 4. If the minor premise says the second event didn't happen, a correct conclusion will be that the first event did NOT happen.	
**The student will identify which of two given ways the minor premise has been stated.	A. Let's look at some syllogisms and identify which of the two ways the minor premises have been stated. B. In this class drill activity, two transparencies will show 4 different syllogisms. Student will identify each premise and then discuss why the conclusions are appropriate. Make them respond as per points 3 and 4 above.	
**The student will observe logical ideas through non-written activities and orally respond to requests for their explanations. 13	A. Any of the following activities could be used to teach this objective. 1. Activity "a" involves using manipulative items like colored marbles in a box or colored paper in a bag, etc. to illustrate the workings of a syllogism. a. Have students number their papers 1-5 and then use manipulative set ups on an individualized "station to station" basis. b. Those not working at a station could be playing the card game (activity 6, page 352 in Teacher Resource Book) 2. This activity involves teacher demonstration of a syllogism using food coloring. a. Put this idea on the board or overhead projector: "I have here a glass of water and some red food coloring. If I put food coloring in the glass of water, the water will turn red."	14

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 348-350, (b) (laminated cardboard squares or worksheet or transparency made by teacher)		
Teacher Resource Book, page 350		
Teacher Resource Book, pages 359-360 (transparencies 2 & 3)		
Teacher Resource Book, pages 351-352 (a)	manipulative items for illustration	
	Wisconsin Design Comprehension Skills "Natural Deductions" Level G Skill 2 pages 677-678 food coloring, 2 glasses of water, transparency of syllogism	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	b. Perform the minor premise while saying, "I put red food coloring in the water." (pause) "The water is red." c. Identify the major premise. (If I . . .) d. Identify the minor premise, the action the teacher does which enables you to come to a conclusion. e. Identify the conclusion. f. What did the minor premise say? What syllogistic rule did it follow? (The first event in the major premise happened, therefore the second event happened) g. Note that the first sentence isn't part of the syllogism. 3. Activity "b" involves the use of playing card. Special rules are set up, adding and subtracting points as the student "draws" from a pile. The actions of the game, and results of the draw, force conclusions, thus applying syllogistic thinking. (My students think some +2 cards should also be made for the game) a. Explain game b. Distribute necessary materials c. When students have had time enough to play (10 minutes?) discuss with class how this applies to syllogistic thinking.	
**In a written form, the student will show his skill in logical thinking.	A. Use of related exercises involving logical thinking may be used. (See list of Be A Better Reader, page 3, that can be assigned at this point. Choose as needed) B. Additional worksheet drill concerning identification of the minor premise can be assigned.	On these written assignments 80% or better scores should be expected.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 352-353 (b) decks of cards enough for groups of 3 or 4 students per deck	materials for making playing cards	
	Be A Better Reader I, pages 10-11, 30, 76-77, 90-91	
Taskmaster 6^1, #14 "Connecting Ideas Together", mini-sheet self-correcting		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
**The student can evaluate the conclusion of a syllogism based on the established "rules" studied in previous lessons.	A. Review two rules learned in previous lessons. 1. If the minor premise says the first event happened, then the CORRECT CONCLUSION will say that the second event happened. 2. If the minor premise says the second event did not happen, then the CORRECT CONCLUSION will say the first event did not happen. 3. Students should give examples of each rule. Write them on the board, identifying the parts and the first and second "terms" or events. B. Students will work independently on written work to show their skills. 1. Worktime on a set of worksheets (#2) 2. Discuss results of their work. a. Which rule does each syllogism follow? b. Do they come to correct conclusions? c. Answers in Teacher Resource Book, page 355	Class evaluation through discussion.
**Having been given the syllogism's parts in major-minor-conclusion order, the student will now have to identify extraneous sentences in a paragraph which give information but don't contribute to reaching a conclusion.	A. Further reinforcement in evaluating conclusions can be done through picture drawing your way through syllogisms. B. Using the drill in Teacher Resource Book, tell students about "extra" sentences found among syllogism sentences which give additional information, but not helpful information toward reaching a conclusion. 1. Teacher works through transparencies a. Teacher writes: "All poodles are dogs" (Later, "When it rains, water leaks in our basement." and"Every boat on the river is a canoe." (Transparency with blanks in premises) b. Always assume that the major premise is true in working these word problems. c. The next part to a syllogism is the minor premise which says one of the events in the major premise did or did not happen. (Discuss overlay #1)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
		Wisconsin Design - Level G Skill 2-Natural Deductions suggests on pages 680-681 Activity 6, that the students make book reports in a syllogistic summary way. If you feel you should tell them at this time that in a future lesson they will need to have read a book for a special kind of book report, assign them to select and begin reading one now so as to be ready for that lesson.
Teacher Resource Book, pages 361-363 worksheet 2 Teacher Resource Book, pages 361-363 (stapled)		
Teacher Resource Book, answers, page 355		
Teacher Resource Book, picture drawing directions, pages 353-354		
Teacher Resource Book, pages 355-356 (a) extraneous sentences study	Wisconsin Design Skill 3 Comprehension Skills E-3 pages 391-394; transparencies pages 372-374, numbered #4, overlay #1, #2, #3.	
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OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	d. The conclusion is a statement about the information given in the major/minor premises. A conclusion may be right or wrong. (overlay #2) e. Often, additional information is found with syllogisms. These are called "extraneous" sentences or phrases. They may be relevant to the paragraph or passage, however, they do not help in deciding a conclusion. We have to learn to separate these from the syllogistic parts. (Show transparency overlay #3) 2. Worksheets #3 and #4 assigned, then corrected in class. 3. Further reinforcement or evaluation can be made by assigning mini-sheets from Taskmaster set; self-correcting.	80% or better correct results expected.
"The student can identify the correct conclusion in a given syllogism using the rules stated on page 9 of this lesson with 80% or better accuracy.	A. Evaluating their skills in choosing the correct conclusions through given syllogisms on a worksheet.	Worksheets #3-4 stapled as quiz expecting 80% or better results.
II. The student determines whether a conclusion to a syllogism that has one or two major premises and one minor premise, either in or out of order, is right or wrong.	II. One or two Major Premises, One Minor Premise-Right? Wrong? A. Students will take a "pre-test" based on kinds of syllogisms that will be covered in this next section of Teacher Resource Book, pages 371-425. 1. Hand out worksheet explaining that his is a pre-test which will give them a preview of the kinds of syllogisms with which they are about to deal AND it will give the teacher an idea of how much emphasis she/he will have to put on each lesson.	Pre-test introduction

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 364-365 Teacher Resource Book worksheets #3, pages 364-365 #4, page 366		
Taskmaster 6^1, #17 "Finding the Piece That Doesn't Fit" self-correcting Taskmaster 6^1, #21 "If-Then Statements"		
Teacher Resource Book, pages 364-370 Worksheets #3 and #4		
Teacher Resource Book, pages 372-373 Worksheet #1, Teacher Resource Book, page 385		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. When adequate time has been given to complete the test, discuss the results together. 3. Collect and keep for reference.	
"The student will learn to use the information given in a two term syllogism in reverse order and to then determine whether a conclusion is right or wrong.	A. Using the Teacher Resource Book as a guide, explain the two term syllogisms with premises given in reverse order. 1. In real life, syllogisms rarely occur in the major-minor-conclusion order for us. The parts are there if it is a syllogism, however, they may be disguised in different ways. 2. Step by step explanation through transparencies and overlays. 3. Follow-up worksheet, independent 4. When completed, the papers should be exchanged for correction and discussion should be the most valuable part of this lesson. 5. Additional exercises available, if desired concerning logic and relevance-relevancy, and reasoning and interpreting of ideas. These are self-correcting.	80% correct or better on follow-up exercise.
"The student will review and reinforce, through drillwork, the identification of major, minor premises, and correctly evaluate the conclusions, even if the parts of the syllogism aren't in normal order.	A. Students are reminded that in every day life, syllogisms are most likely not to be found in major-minor premise, conclusion order; nor are they stated as obviously as what we have seen in past lessons. 1. Major-minor-conclusion order 2. Reverse order 3. Example to be discussed in class B. Independent exercise worksheets 1. Self-checking 2. Complete the whole exercise before obtaining answer strip from teacher. C. Allow time to read library book for future syllogistic summary book report.	Self-evaluating

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 386-390, 373-375 Transparency #1-page 386, #1-overlay, page 387; #2-page 388; #3-page 389; #4-page 390		
Teacher Resource Book, pages 374-375, (f) Worksheet #2, pages 391-394		
Taskmaster 7$\frac{1}{4}$, #15, "Least Relevant" Taskmaster 7, #16, "How are people related?"		
Teacher Resource Book, page 375 (g) Worksheet #3, pages 395-398 (with self-check cut off strips)	Boardwork: Cinderella sat crying in the corner. She was unhappy because she had nothing to wear to the ball. Every person at the ball would have to have a beautiful dress. It seemed she had to resolve herself to the fact that she would not be at the ball. (Answer: (Major) Every person at the ball would have to have a beautiful dress. (Minor) Cinderella did not have a beautiful dress. (Conclusion) She would not be a person at the ball. The conclusion is right. The second event did not happen, therefore, the first event did not happen.	
Teacher Resource Book, page 375 (h) Worksheet #4, pages 399-400		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	D. Test students' ability to meet objective stated, through worksheet test.	80% or better accuracy expected.
**The student will learn to use the information given in a ghree term syllogism to determine whether a conclusion is right or wrong.	A. Review 1. A syllogism has a major and minor premise. 2. A syllogism has a conclusion. 3. A syllogism has "terms". 4. The way the terms are stated, determines the conclusion. a. State 2 rules learned concerning right conclusions. b. These rules will be applied to today's lesson. B. Follow the procedure in the Teacher Resource Book to introduce the three-term syllogism. 1. Overlay/transparency presentation. 2. Gameboard can be shown to class and done on an individual basis when time permits. a. Explain gameboard to class b. Use set of sample syllogisms for classroom drill together or for gameboard as you desire (RB p. 377) c. The following set of syllogisms may also be used for the gameboard. (See "Optional Materials" column) 3. Follow-up worksheet drill may be used along with gameboard, alternating with various students ready to use the gameboard, two students at a time at gameboard using the two sets of 5 syllogisms each, if desired. a. All students self-check the worksheet #5 drill. b. All students will self-check the gameboard drill.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 375-376 Transparency #5-page 401 #5-overlay 1, page 402 Teacher Resource Book, pages 376-377 (c) Gameboard #1, page 403 Teacher Resource Book, page 377 (d) Worksheet #5, pages 404-407	large piece of tagboard, 4 report card sized envelopes with tops cut off for pockets, 6 x 4 inch cards for filing into proper pockets	Another set of 5 syllogisms for gameboard use: a. Whenever the Notre Dame basketball team plays on TV, my brother gets hungry for a snack. If my brother gets hungry for a snack, he pops popcorn. My Brother was not watching the Notre Dame basketball team on TV. (III) b. Every Sunday for breakfast we eat pancakes and bacon. When I eat pancakes and bacon I can't eat lunch. I am eating Sunday breakfast. I will not be able to eat lunch. (I) c. Betty likes to decorate her house. If Betty wants help painting, she calls on her brother to help her. If she calls her brother to help her, she'll make his lunch for him. Betty wanted help painting. Betty did not make lunch for her brother. (a hard one! has to be put in order! answer: II) d. Whenever Mother touches wool, she breaks out in a rash. If Mother breaks out in a rash, we have to help her with the housework. We did not have to help Mother with the housework. Mother had broken out with a rash because she wore her wool skirt. (IV)

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
**Given a story selection to read, the students will be able to identify and/or create a three term syllogism summary based on that story and come to a correct conclusion.	A. Students will be assigned to read a story and create the three term syllogism necessary to come to a correct conclusion based on that story. 1. Students apply rules learned to a summary of that story. 2. Example for them to do together in class: "Three Little Pigs" a. If the third pig built a strong enough house, the wolf would not blow his house in. If the wolf doesn't blow his house in, the third pig will not be eaten by the wolf. (3-term major premise) b. The third pig built a strong enough house of brick. (minor premise) c. The third pig was not eaten. 3. Assign student to read "The Liechtenstein Toe". They are to then write a three-termed syllogistic summary of that story. Answers may vary. a. Prior to assignment, use any other TE suggestions to make story interesting.	
	b. After the story and written assignment, discuss each individual's results using an overhead projector and copies of their syllogisms on transparencies.	class evaluates each syllogism summary together
	c. Alternative evaluation: Have students exchange summaries, and evaluate each other's work. 1) Identify two major premises 2) Identify minor premise	
	3) Evaluate their conclusions 4) Tell what rule their conclusions followed.	Class evaluation in partners or as a whole.
	d. Teacher collect their summaries.	
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MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Linescapes, "The Liechtenstein Toe", pages 94-107 Resource Book for Linescapes, pages 87-88.	An example of accepted summary syllogism with three terms for the assigned story: "If Ludwig had a chance to show his best ability in football, he would be running as a halfback. If he could run as a halfback instead of kicking, he could help the team win a game. Ludwig had a chance to show his running ability. Ludwig helped the team win a game." OR Example: "If Ludwig helped Ted see what enthusiasm and perseverance could do in trying another country's sport, Ted would be enthusiastic about being Ludwig's friend. If Ted were enthusiastic about being Ludwig's friend, Ludwig would be accepted by his American family and friends. Ted was so enthusiastic, he was looking forward to trying the game of soccer in Liechtenstein. Ludwig was accepted by his American family.	(continued) e. If Jerry borrows money from Bruce, he will take Edith out for lunch. If Jerry takes Edith out for lunch, he will eat pizza. Jerry ate a ham salad sandwich for lunch. Jerry borrowed money from Bruce. (answer: IV)
Linescapes Resource Book, pages 87-88 may be used to add further skills using this assigned story.	See inserted sheet on page 41 of actual student responses from sixth grade students in the pilot program using the "Liechtenstein Toe" story from which they drew a three termed summary syllogism.	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
**The student will learn to use information given in a three term syllogism in reverse order, to determine whether a conclusion is right or wrong.	A. Review with students 1. Three parts of a syllogism 2. The fact that some syllogisms may have more than one major premise. 3. The two rules governing the reaching of correct conclusions. B. Present to students, examples of three-termed, reverse order syllogisms. 1. Transparencies/overhead presentation 2. Examples of syllogisms of this kind are to be worked in a worksheet, independent drill.	
**The student can identify syllogistic major premises in an assigned story or article, set up a minor premise, and make a correct conclusion.	A. Introduce "Fun with Fibonacci" story 1. Pronunciations of Italian names 2. Do any exercises which may be suggested for this story that may add variety to this syllogism unit. 3. Ask students to locate at least one major premise in the story from which they can develop a syllogism. 4. Ask students to bring in an example of a Fibonacci series from every day life and/or do some research of examples some scholars have found. 5. Discuss the possibilities, later, of the following examples as Fibonacci series: a grocery story pyramid style display; Christmas tree branches; from the peak down of shingles on a house; the basketweave stitch in needlepoint; flowers from a garden; grapes on a vine.	Class discussion of examples brought in and research done.
	B. Ask students to do self-check drill worksheets using the three-termed reverse syllogism.	self-evaluations with 80% or better accuracy as goal.
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MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 377-379 Transparency #6, page 408; overlay #1, page 409; overlay #2, page 410		
Teacher Resource Book, page 379 (d) Worksheet #6, pages 411-413 (answers: Teacher Resource Book, page 379)		
"Fun with Fibonacci" Linescapes, pages 20-23 Resource Book for Linescapes, T.E., pages 73-74	Example answers for story: p. 23 "If you play the piano, you may find another example of the Fibonacci series." I play the piano. I found another example of the Fibonacci series. p. 22 "If you count the number of clockwise spirals, and the number of counterwise spirals, two numbers that come one after the other in the Fibonacci series." I counted the number of clockwise spirals and counterclockwise spirals on a flower petal. I came up with two numbers that come one after the other in the Fibonacci series."	
Teacher Resource Book, page 380 (e) Worksheet #7, pages 414-421		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
**The student will use information in a two or three term, straight and reversed-order syllogism to determine whether a conclusion is right or wrong.	A. Review syllogism rules learned up to this point. Let the class state them for you. B. Using Teacher Resource Book as a teacher guide, explain the objectives and rules of "Gameboard #2" game. (You might use beans numbered, paper cars numbered, or buttons of various kinds as toys.) 1. Allow students enough time to play game and use all cards included in the game. 2. You may wish to alternate the game with the worksheet set provided in Teacher Resource Book pages 423-425 which uses the same objective. C. When all have had enough time to play the game and alternate with the completing of the worksheet, (#8), discuss and evaluate their work by student exchange of papers. (Answers: RB 384) D. Collect papers for teacher records.	Work for 80% or better accuracy on this worksheet set.
III. Student will determine whether a syllogism having one major and one minor premise is right, wrong, or indeterminate.	III. One Major Premise - One Minor Premise - Right? Wrong? Indeterminate? A. Demonstrate the syllogism with red food coloring again. Prior to demonstration, state the objective to them and use the Teacher Resource Book suggestions. Project transparency #1 on overhead, to the screen. 1. The minor premise can now say one of four things: a. The first event in the major premise happened. *b. The first event in the major premise did not happen. *c. The second event in the major premise happened. d. The second event in the major premise did not happen.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 380-384 (5) Information for "drawing cards" Gameboard #2-Teacher Resource Book, page 422 (provide enough gameboard sets for at least ⅓ your class)		
Teacher Resource Book, page 384 (a) Worksheets #8, pages 423-425		
Teacher Resource Book, pages 427-428 (a) Transparency #1, page 443	food coloring, glass of water, overhead projector, screen	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Identify which of the four rules are "new" to us. (starred above*) 3. Identify the rule transparency #1 follows. Find extraneous sentences also.	
**The student can examine some major premise examples and compare them to situations which may or may not demonstrate what a given major premise is about.	A. Using Teacher Resource Book and transparency #2, discuss and drill for the objective stated.	
	B. Using Teacher Resource Book suggestions, explain how students are to work through this drill. 1. Can be made into an individualized "cut and glue" drill if desired for variety. Each person, then, is responsible for each minor premise placement.	
	2. Class discuss their answers after adequate work time.	Evaluate together
	C. Using Teacher Resource Book as a guide, work through transparency #3 presentation together. 1. Let students do the explaining to the teacher. 2. Evaluate them with 3 syllogisms quizzing this new objective being learned. a. Transparency #4 presented. b. Correct and discuss answers by exchange of papers.	
**The student can identify conclusion correctly through class drill together.	A. Using Resource Book, page 430, student should be presented the logical thinking behind the four rules learned so far.	
	B. Use Resource Book for explanation drill together using overhead projector.	

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Teacher Resource Book, page 428 (b) Transparency #2, page 444		
Teacher Resource Book, page 428 (c) Gameboard #1, page 445 (suggested form: ditto worksheet of gameboard #1, page 445; minor premises as per page 428 (c) in clippable form to be glued onto correct space on ditto "gameboard")	scissors, glue, ditto	
Teacher Resource Book, page 430 (b) Transparency #4, page 447; #3, page 446 Answers: page 430 (b)		
Teacher Resource Book, pages 430-431 (c & d)	chalk, blackboard or transparency, overhead	
Teacher Resource Book, pages 431-432 (e) Transparencies #5, page 448; #6, page 449; #7, page 450; #8, page 451 Answers: pages 431-432		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"Student can match given syllogisms with given explanation of that syllogism through rules learned.	A. Use Teacher Resource Book, pages 432-433 as a basis for setting up gameboard #2. (You may wish to make this a matching worksheet rather than a gameboard.) 1. Read game procedure to class. 2. Allow students to work at gameboard alternately with the worksheets that follow. B. Use Teacher Resource Book, page 433, as guide for presenting worksheet #1 to be used alternately, perhaps, with gameboard #2. 1. Discuss all possibilities using rules learned so far. 2. Class works independently.	Teacher corrects their written work.
"The student will continue to determine whether a syllogism with one major premise and one minor premise is right, wrong, or indeterminate.	A. Review the possible kinds of syllogisms by using this drill in which students must work together to fill in blanks. 1. If the minor premise says the first event happened, and the conclusion says the ________ event happened, the conclusion is right. 2. If the minor premise says the ________ event happened, and the conclusion says the second event didn't happen, the conclusion is wrong. 3. If the ______ premise says the first event did not happen, the conclusion could be ________ 4. If the minor premise says the second event happened, the conclusion ________. 5. If the minor premise says the second event did not happen, and the conclusion says the first event did not happen, the conclusion is ________. 6. If the minor premise says the second event did not happen, and the conclusion says the first event happened, the conclusion is ________. B. Students will work independently on given worksheets with self-correcting answer strips. 1. Give adequate worktime for all to complete. 2. Discuss any problems they encountered as a group so the problems become a learning experience.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 432-433 (f) Gameboard #2, page 452 (or make ditto "matching" form)		
Teacher Resource Book, page 443 (g) Worksheet #1, pages 453-455		
Teacher Resource Book, page 433 #1-6 (g)	boardwork review materials	
Teacher Resource Book, page 433 (h) Worksheet #2, pages 456-462 (self-checking strips cut off)		
Teacher Resource Book, pages 433-434 (i) Answers: page 434 Twister board circles page 463	oil cloth, permanent marker, or brown wrapping paper, felt tip marker, Spinner circle	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	C. Students should be presented the game explained in Teacher Resource Book, pages 433-434 (i). This could be played while others are working at self-check worksheet (in an alternating fashion)	
**The student will construct a "Rule Book of Syllogistic Reasoning", placing syllogistic examples under the correct rule "category" of chapters.	A. Using Teacher Resource Book, page 434 (j), the teacher will explain the construction of their "Rules of Syllogistic Reasoning" booklets. 1. Explain to class how it is constructed. Refer to Teacher Resource Book, pages 434-435. 2. Hand out worksheets and blank "booklets" for them to make.	
**The student can rearrange the parts of a syllogism to create the desired conclusion, as asked for in the given drill.	A. Use the sample such as the following to do with the class, demonstrating how the rearranging of premises exercise should be done. 1. Sample to use for class demonstration (as shown for right conclusion) a. Whenever John has a headache, he takes a nap. (major) b. John has a headache. (minor) c. John is taking a nap. (conclusion) 2. Sample to use to show an indeterminate conclusion. a. Whenever John has a headache, he takes a nap. (major) b. John is taking a nap. (minor) c. John has a headache. (conclusion) B. Individualized work on objective. 1. Hand out envelopes to various students to be used on individual basis. When they have the envelope contents arranged to their satisfaction, student checks the answer card face down on classroom table, each labeled "Envelope #1(a)" etc. 2. Students exchange envelope exercises as they finish until they have worked through all envelopes.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 434-435 Worksheet #3, pages 464-465	glue, scissors Six page ½ sheet booklet with blank pages (Students will fill in one rule per page copied off of transparency or blackboard from Teacher Resource Book, page 435 Paper strip syllogisms parts large enough to display and minipulate on blackboard or felt board.	Student can develop their own syllogism based on a given story and come to a correct conclusion (a RIGHT conclusion) Story: "South Town" Linescapes, pages 27-37 Example answers: M: If little Red gets tired, he won't be able to swim well. m: Little Red got tired. C: He wasn't able to swim well. M: When the white boys get into the river where the black boys are swimming, the black boys leave the river soon after. m: The white boys got into the river to swim. C: The black boys eventually left the river. Use the Resource Book for Linescapes, pages 75-77 for any further discussion ideas or enrichment activities
Resource Book, page 440 Worksheet #4, pages 466-468		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	3. Evaluation quiz through a ditto testing their skill at given objective.	Worksheet #4, pages 466-468
••Students will apply the thoughts of logic in proving that advertisements and commericals imply conclusions which cannot be made about their products.	A. Introduce commercials as heard over the television or radio using a tape recorder. B. Students are assigned a commercial to present to the class. C. Students observe each others' commercials and guess major and minor premises and if the conclusions are valid. D. Set up classroom display for students to add to concerning various conclusions cut out magazine or newspaper ads show.	What syllogism do they try to put across? What conclusion do they seem to come to?
••Students can identify right, wrong, or either right or wrong conclusions given a syllogism orally.	A. Orally review some syllogisms through teacher giving syllogisms aloud and students writing down RIGHT, WRONG, or EITHER for the conclusion. (May be used for a quiz)	Collect for grading
IV. The student identifies the correct conclusion to a syllogism with one major and one minor premise embedded in context.	IV. Conclusion Embedded in Context. A. Teacher reviews and introduces method of supplying a right conclusion when given major and minor premises. 1. Transparency drill 2. Blackboard examples	
••The student will supply the proper right conclusion having been given the major and minor premises.	B. Student tries on his own to supply the conclusions so that they are right.	Use worksheet #1

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 437-439 (commercials suggested)	tape recording of commercials from TV or radio to evaluate	Student will read story which shows situation where human thinking does not normally function in a logical pattern. Dimensions, pages 105-113 "Long, Lonely Leap" T.E. Guidebook for Dimensions, pages 52-54
Dimensions, pages 105-113 Guidebook, pages 52-54 workbook, pages 33-34		
Teacher Resource Book, pages 439-440 (m & n)	newspaper and/or magazine advertisments cut out for display by each student	vocabulary study, Master #6 Workbook pages 33-34 Teacher cuts out sample advertisements for students to evaluate syllogistically.
Teacher Resource Book, pages 440-442 (evaluating mineo #1, Teacher Resource Book, pages 440-442) Self-evaluating mimeo with syllogisms teacher gave aloud (See page 40 in this lesson plan guide)		
Transparencies: #1, Teacher Resource Book, page 485; #2, page 486 #2, Teacher Resource Book, page 487, overlay 1) Teacher Resource Book, pages 470-476 (a,b,c) Worksheets #1, pages 473-475 Taskmaster 7[1], #14, #16		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
••The student can summarize a book or story in a syllogistic form.	A. Review the work from past lessons when they had to summarize a part of a story in syllogistic form (The Liechtenstein Toe; South Town) B. Refer to familiar books (The Incredible Journey; Across Five Aprils; etc.) 1. Make a summary syllogism together of one of these familiar books. 2. Form: If ________ does ________, then ________ will happen. If ________ doesn't do ________ then, ________ will happen, etc. C. Ask students to summarize the most recent book they have read or are reading in a syllogistic form as part of a book report. Prepare an oral report to be given in front of the class. 1. Give general overall information about your book. 2. Finish your report with syllogistic summary written on transparency or large paper for class to see. Don't tell us the ending, but provide several different directions the book might take and let us read the book to find out what results take place.	oral report using display sheet or overlay
••The student can extract a syllogistic idea from editorials (Or news story) and present it in their own words, but also in syllogistic form.	A. Review what a news article should say and how news articles and editorials differ. 1. News articles a. Objectively written b. Who? What? Where? When? How? 2. Editorials a. Written by editor of newspaper b. Written by others c. Are opinions which try to persuade your thinking or at least make you understand a different viewpoint. B. Guide students through an editorial 1. Teacher prepares or finds editorial of recent important issue	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	__Critical Reading Skills__ Book A, mimeos, page 19, "Reading Book Reviews"	
Teacher Resource Book, page 476 (d)		
Teacher Resource Book, page 477 (e)		
The following would add some variety to this unit: __Dimensions__, pages 93-103, "Exploring the Silent World" (fact and opinion skills) __Dimensions Skillbook__, pages 30-31	Teacher-found editorials and/or news stories to use in class discussions. May be mimeoed or transparency made.	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Discuss the opinions being given. 3. Summarize the editorial using form, (Teacher Resource Book, 476) as a class.	
	C. Students find news story or preferably an editorial 1. Know the opinion being given 2. Or summarize the news story by giving a syllogism for class discussion.	Oral report of their editorial or news story and syllogistic summary written out.
••The student can establish whether a syllogistic argument is being used in a longer passage, when it is embedded in the context of that passage, and then determine what conclusions can be made of that syllogistic argument.	A. Review their experiences with the editorial previously discussed. 1. What was different about studying syllogisms in an editorial than compared to a worksheet of given syllogisms? (There's more to "sift out" before you can even identify the parts of the syllogism.) 2. There will be many extraneous sentences to disregard in real situations of syllogistic thinking. Our goal will be to find that syllogism embedded in a given context. 3. Teacher uses transparency to show example of syllogism in longer passage.	
	4. Class does follow-up independent work with this idea.	ditto worksheet #3
••The student will identify any syllogistic reasoning heard in a debate situation.	A. Explain what a debate is. 1. A formal examination of an issue in which both pro and con arguments are given a chance to be aired. 2. "Pro" means the argument being presented believes an event should take place. 3. "Con" means the argument presented believes an event should not take place. 4. Logical correct conclusions should follow any syllogistic reasoning.	
	B. Students will divide into two teams and prepare to debate a given issue.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Practice in Critical Reading, Book A, pages 2-3 Practice in Critical Reading, Book B, page 2 Practice in Critical Reading, Book C, page 2 Taskmaster, 7^1 - #15		
Teacher Resource Book, pages 477-478 (f)		
Transparency #3, Teacher Resource Book, page 489 Worksheets #3, Teacher Resource Book, pages 490-491 Answers: Teacher Resource Book, page 478		
Teacher Resource Book, pages 478-479 (g)		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	C. Students will present the debate, each side getting a given number of minutes to establish its argument. 1. As students listen they will write down any syllogisms they feel are being used. 2. Discussion will follow both groups' presentations. 3. A tape recorder will record the debate to discuss later any part of the debate.	
''The student will identify the correct major premise from more than one presented, and decide if the conclusion is right or not.	A. Given gameboards to work as worksheets, each student will respond as directions say, using this as an individual assignment. (or teacher may wish to make these into laminated gameboards to be used over and over with felt markers.	
''The student uses syllogisms and answers questions about that syllogism correctly.	A. Students work the gameboard #4 (crossword puzzle) filling in correct answers.	80% accuracy or better.
''The student will decide which of several given pictures is a picture of the right conclusion for a given syllogism.	A. Teacher-made syllogistic picture conclusions will be decided upon by students in a "station to station" set up. 1. Teacher-found news headlines, appropriate minor premises, and 3 or 4 picture conclusion choices will be used at each station. 2. Students move station to station writing answers on their paper.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	tape record, timer	List of issues which may be voted upon to use in the debate. (Simple school issues such as hot lunch program, homework, PTA, or playground rules, etc. might be used)
Teacher Resource Book, pages 479-480 Worksheets #1, Teacher Resource Book, page 492 (gameboard) #2, Teacher Resource Book, page 493 #3, Teacher Resource Book, page 494 Answers: Teacher Resource Book, page 497		
Teacher Resource Book gameboard #4, Teacher Resource Book, page 495 3 x 5 index cards with syllogisms on them Answers: Teacher Resource Book, page 479		
Teacher Resource Book, pages 480-481 (k)	headline "major premises" picture choices teacher-made minor premises construction paper, glue, felt markers	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
••The student can write a syllogistic summary for an essay they have read.	A. Define an essay 1. Discussion of a piece of writing one writes to express his/her opinion about an issue in life. 2. Written to capture reader's attention for a short time. 3. May be humorous, fanciful, or serious. 4. Wrokbook explanation read together. 5. Evaluation	Dimensions Skillbook (WB) page 43
	B. Preparation to reading the essay 1. Vocabulary list to be studied in context. 2. Assign them to write a syllogistic summary in their own words based on what the opinion of the writer of the essay expresses.	
	C. Follow-up for essay reading assignment 1. Discuss main ideas 2. Review essay form being used, using guidelines set up under point A.	Hear syllogistic summaries orally from students; collect and read each aloud without exposing student's name but class helps evaluate them.
••The student will write their own essay and a syllogistic summary stating the main points of their essay (opinion being expressed), with such clearness that their peers can identify the major, minor premises, and reach the same conclusions whether they agree with the opinion being expressed or not.	A. Students will be assigned to write an essay of their own. 1. Set up your ideas by writing your syllogistic summary first (major, minor premises, and conclusion you wish the reader to reach with you.) 2. Follow guidelines for an essay about which we have talked. 3. Sample titles can be written on board if desired.	Reading of essays aloud. Fellow students give the syllogistic summary they think they hear.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
T.E. Guidebook for Dimensions page 68 (See WB insert for page 43) "How to Iron a Telephone Book"		
"Preparation" T.E. Guidebook for Dimensions, page 68 (For later vocabulary test see T.E. of the above text, page 70) Vocabulary on board	Boardwork: sullenly, sodden, caprice, panorama, picturesque, parboiled, inscrutable, respite, executed, endeavors	
T.E. Guidebook for Dimensions pages 68-70		
Possible choices for essay topic on blackboard from T.E. Guidebook for Dimensions, page 69 "Personal Essays"	Boardwork	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"The student can select the correct conclusions after identifying the major, minor premises of a given syllogism in both written and orally given situations.	A. Given worksheet #4, the students and teacher will work through the syllogisms together, reviewing and discussing where needed. Teacher uses overhead projector, overlay copies, or worksheets for easy reference to parts being questioned.	Choices of a,b, or c made in written form by student.
"The student will be evaluated for this unit with an 80% or better accuracy using an oral test and written test.	A. From oral clues, recognition will be given to major, minor premises, and correct conclusions will be made by students in written form. (Teacher may tape record this for groups to take test over earphones.) B. Teacher may use any of the syllogisms listed in Teacher Resource Book, pages 481-484 for this written part of the final quiz. Ditto must be made.	Written responses by students in their own words from oral syllogism clues.
81		82

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 481, (1) Worksheets #4, Teacher Resource Book, pages 496-498 Answers: Teacher Resource Book, page 481		Before II in lesson, much review and even a few days may be spent on programmed booklets, delving deeper into syllogisms (Critical Reading Workbook D-Ann Arbor Publishers) Take time to pretest, discuss how booklet is set up and read teacher edition notes and suggestions to MAKE IT EASIER ON YOURSELF AND THE CLASS when questions arise in their individual progress. Also, the following Taskmasters may serve as review and are self-correcting: Booklet 7^1 #8, 13, 14, 15, 16
Teacher Resource Book, pages 481-484 (test) tape record or aloud #1-8-RB 481-482 Teacher Resource Book Type ditto for written part of test #9-20 which become #1-12 on ditto Teacher Resource Book, pages (test-RB 482-484) Critical Reading Skills, D Taskmaster 7^1, #8, 13, 14, 15, 16		

This is a set of examples for the syllogistic summaries assigned to the students to do for the "Liechtenstein Toe" story. These are the answers some of the students gave which were accepted. (This may help some teachers decide what a student can do at this level and perhaps what to "accept".)

Example answer No. 1:	Major Premise:	If the Stevenson High football team win their last game, they will be undefeated.
(This was not an "A" paper because it did not summarize the main part of the story, but it did meet requirement of a syllogism.)	Minor Premise:	They are undefeated.
	Conclusion:	They won their last game.
Example answer No. 2:	Major Premise:	If the high school makes a touchdown, Ludwig has to kick a fieldgoal.
	Major Premise:	Whenever Ludwig kicks a fieldgoal, he misses it.
	Minor Premise:	The high school team made a touchdown.
	Conclusions:	Ludwig missed the fieldgoal.
Example answer No. 3:	Major Premise:	If Ludwig can make this point for his team, they will beat Palmyra and be undefeated.
	Minor Premise:	Ludwig made his point by running instead of kicking.
	Conclusion:	They beat Palmyra, and were undefeated.
Example answer No. 4:	Major Premise:	If Ludwig could have had goalposts in Liechtenstein, he would have been a good kicker.
	Minor Premise:	He did not have goalposts in Liechtenstein.
	Conclusion:	He was not a good kicker.

Each teacher will have to decide for himself/herself which summaries they will have to accept. You may want to collect the answers at the beginning of the hour, have someone make transparencies of several, then later on in the lesson go over a few on the overhead, grading them right in front of the students so they can understand your thinking.

Name ______________________________ Date ________________

1. When John's cat is in the treehouse, the mice run around in the basement. John's cat is not in the treehouse.

   The mice are not running around in the basement.

2. All of Jeff's small tanks contain only orange fish. Minnie, Jeff's newest fish, is purple. He thinks Minnie is one of his prettiest fishes.

   Minnie is in one of Jeff's small tanks.

3. Every night, at quitting time, the traffic by John's house is heavy. Now there is heavy traffic by John's house.

   It is not quitting time downtown.

4. When the fire alarm rings, the children go outside. The children are in their classroom.

   The fire alarm didn't ring.

5. Ralph has a baseball card collection. All of his baseball cards are Ortenville Owls. Last week Ralph added pitcher Nathan Anderson to his card collection.

   Nathan Anderson is an Ortonville Owl.

6. The Rocks and the Goats are tied for the league lead with one game to play. If the Goats lose the league title, their manager will not get a contract for next year. The Goats beat the Rocks in the last game of the season.

   Joe Martin will not get a contract for next year.

7. If Janna's dad watches the Sunday football game, Janna can't practice her flugelhorn. Janna did not practice her flugelhorn on Sunday.

   Janna's dad watched the Sunday football game.

8. When Sue makes a sandwich, she only makes half. Sue is eating a whole peanut butter and jam sandwich.

   She is eating a sandwich someone else made.

9. The day after it rains, Jane and Jim go fishing in the creek. It did not rain last night.

   Jane and Jim will not go fishing today.

10. Every Saturday afternoon Jim takes his dog to the park. Jim and his dog played in the yard all this afternoon. The dog likes to run in the grass.

    Today is not Saturday.

CAPABLE READER PROGRAM

UNIT B2

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1930
FINAL EDITION
1980 - 1981

EC142197

CAPABLE READER PROGRAM

UNIT B2

OBJECTIVE

Given a selection, the student will recognize persuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
I. The student will recognize persuasive use of words in a given selection.	PERSUASIVE USE OF WORDS I. Appeal words are often used as a means to persuade an individual. A. Discover use of pleasant words. 1. Develop concept that appeal words are often used as means to persuade an individual. 2. Worksheet to discover use of pleasant words, Teacher Resource Book, page 503 3. Class to plan a speech about something they would like to persuade someone about. (Use pleasant or unpleasant words). 4. Oral presentation of persuasive speech. 5. Class discuss the use of unpleasant words used in their speeches, how they affect their speech. B. Discover use of appealing words. 1. Discuss synonyms - have nearly the same meaning. Note that they must arouse completely opposite feelings. Ex.: strong-willed and persistent, stubborn. and obstinate, Teacher Resource Book, page 504. 2. Class to volunteer synonyms. 3. Teacher write class suggestions on board, discuss feelings about the synonyms. 4. Teacher hold up newspaper ads for class. 5. Class pick out words that are appealing (or unfavorable) in the advertisements. 6. Discuss why some words appeal more than others. 7. Class to make (create) an advertisement of their choice using favorable (appealing) words. Price for item must be listed. (No more than $2 per item.) 8. Class will earn money for their advertizements. a. Each class member will be given $10 paper money. b. Individually students will hold up, display their advertisement, orally present their product. (These may be taped by the teacher to be played back for them later.)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 502		
Teacher Resource Book, worksheet, page 503		
Teacher Resource Book, pages 504-506		
	Newspaper Ads (Sale Ads)	
	construction paper, pencils, crayons	
	paper money	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

   - c. After all advertisements are displayed, class can pretend to buy (pay for with paper money) what has been advertised.
   - d. The other students pay the advertiser (merchant) for the product.

9. After the buying of products from the advertisement;
   - a. Class to bring something from home for a White Elephant Sale.

10. Class create (make) an advertisement.
    - a. The whole class will advertise the same product.
    - b. Teacher may list on board possible suggestions from class on a particular product to advertise.
    - c. As a class agree on one item to advertise. (Total class advertise same product.)

Note: The purpose of everyone doing the same product, other students will purchase product from the best (or most appealing advertisement).

    - d. Class present their advertised product to other students.
    - e. After all students have had a chance to "sell" their product, other students may purchase product.
    - f. Purchasing product:
      - 1) Each student is given a coupon (1) the price of any product advertised is 1 (one) coupon.
    - g. A set period of time is given to the students for buying and selling. (10 min.)
    - h. There may be some students who will have no one buy their product; therefore noting to them their use of persuasive advertisement was not the best.
    - i. Repeat same procedure for another product. (agreed on by the class.)

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Item from home for White Elephant Sale construction paper, crayons, markers	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	11. Class make ads about their product for the White Elephant Sale. 12. Conduct the White Elephant Sale. a. Class use their paper money they have, either their own or what they received by their ads. b. After sale of all items, they may conduct a sale for someone else's items. 13. Conclude this adventure by repeating how words affect others. (Either favorable or unfavorable.)	
II. The student will develop the concept that words expressing emotion are often used as a means to make a person feel a certain way.	II. Words expressing emotions are often used as a means to make a person feel a certain way. A. Expressing emotion, Teacher Resource Book, page 506 1. Teacher write example on board, Teacher Resource Book, page 506 2. Discuss example with class. 3. Assign Worksheets, Teacher Resource Book, pages 507,508. 4. Discuss "On Your Own," worksheet, Teacher Resource Book, page 508 5. Class bring newspaper to class with "feeling words" underlined. 6. Discuss newspaper articles. 7. Discuss Worksheets, Teacher Resource Book, pages 510-511.	
III. The student will learn that words can be used in a sensational way to get an individual's attention or entice him to read something he might not read otherwise.	III. Words can be used in a sensational way to get the individual's attention or entice him to read something he might not read otherwise. A. Students discover use of words expressing sensationalism. 1. Hand out Worksheets, Teacher Resource Book, pages 513-514	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	construction paper, pencils, crayons, White Elephant Sale item	
Teacher Resource Book, page 506		
blackboard		
Teacher Resource Book, worksheets pages 507-508		
Teacher Resource Book, page 509		
Teacher Resource Book, worksheets pages 510-511		
Practice in Critical Reading Skills Book A, pages 14-15 Book B, pages 15 Book C, page 14		
Teacher Resource Book, worksheets pages 513-514		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Class complete worksheets. 3. Oral class discussion.	
	VAGUE AND IMPRECISE WORDS	
I. The student will recognize the misuse of vague and imprecise word usage.	I. Vague and Imprecise Words: Students learn that words have two kinds of meanings: Denotative - points or describes. Connotative - suggested or implied in addition to actual meaning. Teacher Resource Book, page 516 A. Develop concept that some words can be used in denotative statements of fact and others in connotative statements of fact and others in connotative statements of appeal. 1. Develop words used in denotative statements. 2. Teacher hand out worksheets, Teacher Resource Book, pages 517-518. 3. Orally read and discuss information on worksheets. 4. Class to make up a travel folder.	
	MULTIPLE MEANINGS OF WORDS	
I. The student will learn multiple meanings for polysemantic words so that he can use any one meaning whenever it is needed in interpreting a particular context.	I. Multiple Meanings of Words: Students learn to define a polysemantic (multiple meaning) word as one that is capable of shifting its meaning many times from one thing to another, each time having a connotation which is different from the others. A. Develop concept that most words carry several meanings according to how they are used. 1. Teacher orally read sentences aloud, Teacher Resource Book, page 521	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 516		
Teacher Resource Book, worksheets pages 517-518		
	construction paper, pencil	
Teacher Resource Book, page 520		
Teacher Resource Book, pages 520-521		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Students state meaning of underlined words. 3. Make game cards, hand out to ten students, Teacher Resource Book, page 522 B. Guide students in making transition from one meaning of a word to another meaning of a word, according to its use in context, Teacher Resource Book, pages 522-523. C. Help students become aware of any differences in pronunciation or spelling which may accompany. 1. Discuss to students the importance of learning the meanings of all words. 2. To accomplish this, you must be aware of various functions the word performs in sentence structure. 3. Teacher use example. 4. Class suggest words to teacher. 5. Teacher place words on board suggested by class. (at least 15) 6. Class to pick 5 of the listed words.	
II. The student will learn more about the interpretation of word meanings and their usage by making correct transitions from one meaning to another among multiple meaning words	II. Students learn more about interpretation of word meanings and their usage by making correct transitions from one meaning to another among multiple meaning words. A. Teacher will use context skillfully to indicate the exact meaning he wants to convey. 1. Teacher read example sentences to class using the word nice, original, etc. 2. Or, make a ditto of the above exercise. 3. Multiple Meaning Word List. B. Additional Activities Assign: 1. Taskmaster 3 2. Taskmaster 12 3. Break class into 6 groups. (Multiple Meanings, Teacher Resource Book, pages 527-542.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
game cards of sentences and definitions Teacher Resource Book, page 522		
Teacher Resource Book, pages 522-523		
Teacher Resource Book, page 524		
Teacher Resource Book, pages 525-526		
Using Multiple Meaning List, page 527, class can make a crossword puzzle from words on list.		
Taskmaster 6^2, page 7 & 11		
Taskmaster 7^1, page 10		
Taskmaster 7^2, page 24		
Taskmaster 6^2, pages 11 & 7		
Taskmaster 7^1, page 3		
Taskmaster 6^2, page 12		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	a. Give each group an envelope with 5 key words which are underlined and 17 other words, 15 of which are meanings of the 5 key words; students must match each key word with its 3 meanings. b. Repeat procedure 2 more times. 4. Introduce the characters, setting, and new vocabulary for the story, "The Record Books". Oceans and Orbits, pages 70-83. Edie — Scout Commander — Rage precautions - 74 — ensued - 79 meeny - 75 — globular - 79 blundered - 78 — reverently - 80 concealment - 83 — cleft - 83 1. Assignment: Read "Record Books". 2. Orally review happenings and character in the story, "The Record Books". 3. Assignment: Reread "Record Books". 4. Worksheet, Unit B-2 Lesson Plan Guide, pages 21 & 22 5. Discuss orally.	

PROPAGANDA TECHNIQUES

I. The student will learn to recognize propaganda techniques as part of our way of life.	I. Students should learn to recognize propaganda techniques. A. Define propaganda as any organized effort to spread a particular doctrine or information. B. Propaganda is not necessarily negative, but a part of our way of life. Students become aware of the term propaganda. C. Background information. 1. Teacher orally read to students (or make transparency) of the background information given. 2. Play for class the tape recorded ads given on TV. 3. Discuss particular recorded ads.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Be A Better Reader, page 203	Be A Better Reader I, page 203	
Multiple Meanings taken from Teacher Resource Book, pages 527-542	envelopes, 6 sets	
Oceans and Orbits, pages 70-83 "The Record Books"		
Teacher-made ditto of multiple word meanings taken from the story, Unit B-2 Lesson Plan Guide, pages 21 & 22		
Teacher Resource Book, pages 544-545		
Tape record commercials on TV (Saturday morning ads on TV are generally geared for youngsters.)		
Teacher Resource Book, page 546		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	D. Students tell of their personal experiences with advertising. 1. Have class point out ads that have helped them find a good product at a fair price. 2. Point out ads that have been misleading for them. (cereal box ads) E. Further interest in advertisements can be created by such questions as: 1. What are advertisers trying to accomplish with their commercials?	
II. The student will bring common advertising, phrases, testimonials, colored ads, cartoons, slogans and headlines from newspapers to place on a bulletin board display.	II. Display on bulletin board of ads, cartoons, slogans, and headlines from newspapers. A. Make a collage of ads on construction paper. B. Both good "honest ads" and "misleading ads".	
III. The student will be helped to discover one or more propaganda tricks through use of the bulletin board display.	III. Using bulletin board displays or collages, class may discover propaganda tricks. A. Questions for teacher to ask class on displayed ads, see Teacher Resource Book, page 547	
IV. The student will learn the Seven Basic tricks.	IV. Introduce to class the Seven Basic tricks used. (Introduce each separately, although some ads may use more than 1 trick in a particular ad.) A. Testimonial 1. Explain to the class in this particular technique, the reader is urged to follow the example of a famous or admired person who says the idea or product is good.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 546		
	ads from newspaper magazines, etc.	
Teacher Resource Book, page 547		
Teacher Resource Book, page 547		

2. Some examples:
    a. Teacher orally read examples to class.
    b. After each example is read by the teacher, ask class to give an example of a specific advertisement they have seen on TV or read to support these examples.
    c. Have class bring to class ads from paper or taped commercials on TV to support examples discussed above.

B. Plain Folks
1. Discuss with class definition of plain folks as a technique used to convince the public that he is just a "common man".
2. Some examples:
    a. Teacher orally read examples to class.
    b. Discuss with class these techniques in comparison to ads or commercials.
    c. Class can prepare and create their own "plain folks" ads to give to class.

C. Bandwagon
1. This technique is used to get the reader to accept something because everybody else is excited about it.
2. Some examples:
    a. Teacher orally read examples to class.
    b. Discuss these techniques used by advertisers.
    c. Class to tell of their experiences they have heard when this technique has been used.
3. Activities to develop the bandwagon technique.

D. Bad Names or Name Calling
1. Discuss with class that this is the most usual technique. That of indiscriminate use of labels and use of disagreeable words to arouse feelings without any evidence to support that point of view.
2. Some examples:
    a. Teacher orally read examples

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Practice in Critical Reading Skills A pages 16–17		
Practice in Critical Reading Skills C page 15		
Teacher Resource Book, page 548		
Teacher Resource Book, pages 548–549		
Teacher Resource Book, worksheets pages 550–551		
Practice in Critical Reading Skills A page 18		
Taskmaster 7^2, page 19		
Teacher Resource Book, pages 553–555		

    b. Discuss orally the examples read by the teacher.
  3. Activities to develop.

E. Glad Names or Glittering Generalities
  1. Discuss with class that this technique is the opposite of bad names technique. It associates some product with a virtue word. (democracy, motherhood)
  2. Some examples:
    a. Teacher orally read examples to class.
    b. Oral discussion of examples read by teacher.
  3. Activities to develop.

F. Transfer
  1. Discuss definition of transfer, it involves capitalizing on the respected reputation of someone or something transferring to someone else.
  2. Some examples:
    a. Teacher orally read examples to class.
    b. Class discuss examples, tell of their experiences of this technique.
  3. Activities to develop.

G. Card Stacking
  1. Define to class: Most subtle, most dangerous, occasionally tricked unless very careful. Read definition to class.
  2. Some examples:
    a. Orally read examples to class.
    b. Discuss examples with class and their experiences with this technique.
  3. Activities to develop.

H. Additional Propaganda Techniques
  1. Write on blackboard the five remaining propaganda techniques used.
    a. Repetition
    b. Snob appeal
    c. Cause-effect implied
    d. Visual gimmicks

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Practice in Critical Reading Skills A pages 14, 15, & 16.		
Teacher Resource Book, pages 556-557		
Practice in Critical Reading Skills C pages 19, 20.		
Teacher Resource Book, page 558		
Taskmaster 7^1, page 4		
Teacher Resource Book, pages 558-559		
Teacher Resource Book worksheets, pages 560-562		
Teacher Resource Book, pages 563-564		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	e. Slogans 2. Discuss with class each of the remaining techniques. 3. Have class give examples of above propaganda techniques.	
V. The student will apply his knowledge of propaganda techniques when watching televisio commercials.	V. Identify propaganda techniques in a television commercial or other media.	
VI. The student will apply his knowledge of propaganda techniques when reading various advertisements.	VI. Identify propaganda techniques used in magazine or newspaper advertisements.	
VII. The student will apply his knowledge of propaganda techniques when reading titles, headlines, editorials or political speeches	VII. Identify propaganda techniques used in titles, headlines, editorials or political speeches.	
VIII. The student will understand that propaganda—good or bad—is a part of his daily lif.	VIII. Realize that propaganda affects every aspect of life—good or bad.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Thoughtvault Workbook, pages 153-155 Oceans & Orbits, "The Sign of A Loser"	Be A Better Reader I, page 156	
Teacher Resource Book, pages 565-566		
Teacher Resource Book, page 567	magazine or newspaper advertisements	
Teacher Resource Book, pages 567-570	newspapers, magazines	
Teacher Resource Book, pages 570-574		

Name ____________________

The Record Books

1. What four familiar objects are described in an unusual way? __________
____
______________________________________ Why does the author do this?
____
____

2. Why can we say that this story is a good example of science fiction?
____
____
____

3. Why is the title for this story such a good one? ____________
____
____

Find each of the following words in the story and write the definition of each word, as it is used in context. Also include what part of speech it is.

pg. 70

padded ____

slipped ____

pg. 71

sharp ____

pg. 74

picking ____

wipe ____

pg. 75

sharp ____

reflected ____

blasted ____

pg. 78

score ____

pg. 79

about ____

leave ____

described ____ pg. 80

fell ____

pg. 82

fixed ____

CAPABLE READER PROGRAM

UNIT B3

LESSON PLAN GUIDE

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC142197

CAPABLE READER PROGRAM

UNIT B3

OBJECTIVE

Given two or more resources, the student will evaluate the material by verifying information, finding contradictions, and making comparisons of sources to support a given point of view.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
I. The student will review the use of the card catalog and other references, as a background for the ultimate goal of the unit—to write a resource unit using several sources.	I. Review the use of card catalog and other reference materials. A. Card Catalog 1. Three kinds of cards and their differences. (Give students one each - evaluate) a. subject b. author c. title 2. Practical application of card catalog. a. Take discarded library cards and sort them into piles by author, title, and subject. b. Card catalog drawer replica.	
	B. Encyclopedia 1. A reference book one consults for specific information rather than read straight through for pleasure. 2. Two Types a. alphabetical order b. index	explain entries
	3. Type of information found in an encyclopedia. 4. The letters and numbers on the volumes mean somethings.	
	C. Reader's Guide to Periodical Literature 1. An alphabetical list of magazine articles by author, title, and subject. 2. Uses catalog subject headings. 3. Describes each entry	
	D. Thesaurus 1. A dictionary of synonyms or similar meanings 2. A large selection of words.	
	E. Dictionaries 1. Types a. Unabridged contains all the words. Very thick. b. Abridged contains only most common words.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Reading and Achieving "Using the Library," pages 62, 82, 83	
Teacher Resource Book, page 580 (Strategy 1) worksheet Teacher Resource Book, page 581 (Strategy 2) worksheet Teacher Resource Book, page 582 (Strategy 3) worksheet	Cass/WKSHT "How to Find Reference Materials" Library Skill Box	
SRA Research Lab. Student Research Guide "Card Catalog" pages 43-45	worksheet	
Dimensions, manual 85, workbook 62 Teacher Resource Book, page 585 (Strategy 1) worksheet Teacher Resource Book, page 588 (Strategy 2) worksheet Teacher Resource Book, page 586 (Strategy 3) worksheet SRA Research Lab. "Student Research Guide" "Encyclopedias", pages 46-47 Unit B-3 Lesson Plan Guide, worksheets, pages 25-30.	Cass/WKSHT Coronet "The Encyclopedia Episode" (3) Reference Skills Griffero, Gloria A., Reference Tools and Study Skills Milliken Pub. Co. worksheet 7a	
Unit B-3 Lesson Plan Guide, worksheets, pages 31-34, 35-36 Teacher Resource Book, page 589 Dimensions workbook, pages 90, 129, 21.	Cass/WKSHT, Coronet "Reader's Guide Gets Elected" WKSHT "Using The Reader's Guide" 6 WKSHT "Using The Reader's Guide WKSHT 2a and 2b Reference Tools and Study Skills Milliken Pub. Co. WKSHT "Use A Different Word" Cass/WKSHT, "Dictionary Dig" Reference Skills - Coronet	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Types of information found: a. Guide Words b. Syllabication c. Pronunciation d. Definitions e. Part of Speech f. Plurals g. Synonyms h. Antonyms i. Illustrations j. Diagrams k. Etymology (language origin) 3. Kinds of Dictionaries a. Biographical Dictionary 1) An alphabetical listing of famous people by person's last name. 2) Only most important facts given aabout a person's life. 3) Guide words. 4) Key to pronunciations and abbreviations at the front of book. b. Geographical Dictionary 1) Information about many places in th world (Gazetteer) 2) Entries arranged in alphabetical order. 3) All places with same names are listed in number order. 4) Abbreviations in front of book. 5) Entries include names of towns, cities, countries, rivers, lakes, mountains, islands, waterfalls, parks. c. Others 1) Dictionary of Music 2) Slang 3) Politics 4) Music 5) Aviation 6) Medicine 7) Literary Characters 8) Abbreviations 9) Others	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILL AND LITERARY INFORMATION
Unit B-3 Lesson Plan Guide, worksheets, pages 37-42	fs/Cass "The Dictionary" Our Learning Resource Center Set 2 WKSHT 1B 1C	
Oceans and Orbits M11 (Word-Scuba) page 17 Dimensions workbook, pages 136, 154, 166		
	Reference Tools and Study Skills Milliken Worksheet 3a	
Dimensions: workbook 84		
SRA Research Lab: Student Research Guide "Dictionaries" pages 48-49		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	F. Atlas 1. A collection of maps, graphs, tables, that give geographic information about places in the world. 2. Specialized maps a. Political b. Graphic-Relief c. Road d. Rainfall e. Vegetation f. Physical Relief g. World Map	
	G. Almanac 1. A collection of many kinds of interesting facts put together. 2. Published each year. 3. Up-to-date reference book. 4. Must use index since not alphabetically arranged.	Dimensions, manual 92-93 workbook, page 68.
	H. Others 1. Film and filmstrips 2. Books 3. Magazines and Newspapers	Learning Centers: Optional A. Card packs 1. Reference rocket pages 50-59 2. Person Place or Thing, pages 60-79 3. Records! Records! pages 80-99 4. Long Ago, or Yesterday! pages 100-113 B. Station Directions
II. The student will learn the correct form to use when preparing a working bibliography.	II. Correct form of working bibliography A. An alphabetical list of all sources used in your research. B. Working bibliography 1. Place on (3 x 5, 4 x 6, 5 x 8) file card. 2. Only one source per card.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKIL AND LITERARY INFORMATION
Unit B-3 Lesson Plan Guide, worksheets pages 43-45 SRA Research Lab: Student's Research Guide "Atlases" page 50	Reading and Achieving "Using the Atlas" page 63, 64-65, 71-73, 81. Cass/WKSHT "How To Use An Atlas" Library Skill Box, worksheet 5a Fs/Cass "Gazatteers and Atlases" Our Learning Resource Center Set 2 WKSHT (41) "An Atlas View of The World"	
Unit B-3 Lesson Plan Guide, worksheets pages 46-47	WKSHT 6a - "Be An Informed Person" WKSHT (17) "Using the World Almanac" Case/WKSHT "Atlases and Almanacs Ahoy" Reference Skills - Coronet	
Dimensions manual, pages 175-176, workbook, page 144; manual page 178-181, workbook page 146; manual pages 236-237, workbook pages 180-181; manual page 42, workbook page 21; manual page 157, workbook page 129	Fs/cass "Almanacs and Yearbooks" Our Learning Resource Center Set 2 WKSHT (11) Cass/WKSHT "How To Use Magazines and Newspapers" Library Skill Book	
Unit B-3 Lesson Plan Guide worksheet, page 48 Unit B-3 Lesson Plan Guide Learning Centers, pages 49-59, 60-79, 80-99, 100-113.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	3. Easy to organize. 4. Working form should be same as final bibliography. 5. Form To Use. a. Book 1) Full name of author 2) Title (Underlined) 3) Complete Publication Data 4) Place of Publication 5) Name of Publisher 6) Date of Publication b. Magazine 1) Author's name 2) Title of Article in Quotations 3) Name of magazine (Underlined) 4) Date of Publication 5) Pages c. Encyclopedia 1) Author - if given 2) Title of Article (in quotation marks) 3) Name of Encyclopedia (Underlined) 4) Edition 5) Volume 6) Pages C. Keep all cards whether used or not for complete record of sources consulted. D. Write the call number of the book and library where information was found. 1. Easy to relocate material. 2. Easy to review source.	
III. The student will develop criteria by which to judge and evaluate their sources of information.	III. Criteria by which to evaluate source of information. A. Located information must be: 1. Evaluated 2. Organized 3. Used 4. "Suspended Judgment"	Make a bulletin board or chart on which to list criteria. 1. Appraise a book in terms of criteria. 2. Look for contradictions made by the authors.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 591-593		
Dimensions - manual page 95, workbook page 72, 182-186		
	(Discussion and formation of chart would be advantageous at this point for later reference. See evaluation column)	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	B. Reference Criteria 1. Authority a. Who is the author? b. Does he have a particular point of view? c. Is he a recognized expert in this field? d. Is there clear evidence (footnotes, appendixes, notes) of scholarship? e. Who is the publisher? f. Does this company publish other works of this kind? 2. Date of Publication a. Make sure you have volume or issue you want. b. If using a book, check the copyright date. c. Most recent works available are usually best. 3. Edition a. Is this first or revised edition? b. A number revisions or editions indicate a demand—proved to be reliable and useful to others. 4. Arrangement a. How are contents arranged? b. Is there a good index? 5. Treatment and Scope a. Is work meant for scholars or general public? b. Will it serve your purposes? c. Is subject (scope) clearly indicated? 6. Bibliography a. Are sources used listed? b. Does source provide a list of suggested readings? 7. Special Features a. Instructions telling how to use material? b. Is there a list of abbreviations?	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 595-596	Be A Better Reader I pages 136-137	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
IV. The student will learn how to take effective, usable notes for study or research purposes.	IV. Note Taking for study or research purposes. A. Why take notes 1. Teacher will ask the students to listen to the following directions and be prepared to do what you ask: a. Skill Resource, page 218 Linescapes "Notes". b. Have students repeat directions. c. Perhaps it would be easier to remember if you take notes. d. Jot down short clues that will help you remember. e. Let several make report. B. How to take notes. (Students will discuss steps to follow) 1. Gather source materials. a. Should give concise, over-all view of subject. b. Read this first. *May be encyclopedia article. c. Make bibliographical note: 1) Author 2) Title of Article 3) Source 4) Page Number 2. If you feel article has information on the topic: a. Go back and read again. b. Take notes about most (main idea) important points. c. At top of card write a short heading showing main head or sub-head. 3. Type of note a. Summary b. Paraphrase c. Direct Quotation 1) "Expert" witness for something you could not know 2) Hold someone accountable for a particular idea or statement.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Linescapes "Notes" Skill Resource, pages 218-219		
Teacher Resource Book, pages 598-599		
SRA Research Lab: Student Research Guide "Notetaking", pages 19-20		
Unit B-3 Lesson Plan Guide worksheets, pages 114-115		
Practice in Critical Reading Skills - Book B, page 3		Choose a topic of interest A. 10 sources B. Include magazines, books, encyclopedias, filmstrips, etc. C. Put in proper form
Thoughtvault, page 100 Linescapes, Skills Resource, page 305		

- d. Personal Comments
- 4. Write note
  - a. One item on a card allows you to arrange, alphabetize, shuffle, and combine notes.
  - b. Grasp hints of structure. (First, second, finally)
  - c. Check names, dates, figures for Accuracy.
  - d. Skim to see if you missed anything important.
  - e. Be thorough.

C. Make topical note cards.
- 1. Project note card on screen.
  - a. Note confused mixed-up notes.
  - b. Note 7 different topics.
  - c. Discuss problems could be encountered.
- 2. Project on screen the topical note cards.

Subtopic
Note
Source

  - a. Learn to save time, trouble and bother.
  - b. Sort out and classify notes as you go along.
- 3. Discuss advantages of topical note cards.
  - a. Organizing already done.
  - b. Paragraphing is easier.

D. Take notes from encyclopedia.
- 1. Hand out dittoed copy of Squid. (Britannica Junior Encyclopedia)
  - a. How many paragraphs in the article? (three)
  - b. Students will determine main idea of each paragraph.
    ...Description
    ...Uses

159

160

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Dimensions pages 183–184 (150)	
Teacher Resource Book, page 599		
Teacher Resource Book, pages 600–601		
Teacher Resource Book, pages 601–602		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	c. Students will list details that support or provide information about main idea. d. Class will summarize and explain content of this article by referring to his notes. 2. Compare encyclopedia resources. a. Pass out dittoed copy from World Book Encyclopedia. b. Review note taking guidelines. (IV - B) c. Compare the student's copy of 1) Britannica Junior (and) 2) World Book 3. Compare magazine article with encyclopedia articles. a. Read article aloud from Ranger Rick magazine. 1) Is there anything new? 2) What was the same? b. Hand out dittoed copy of article. 1) Take notes. c. Look at 3 sets of notes. 1) Students will select major topics common to all three. ...description ...invertebrates ...uses 2) Write outline using 3 sources (May postpone until Section V) 4. Students will use their notes to write their report.	
V. The student will learn the construction of a good outline in preparation for writing a report.	V. Outlining in preparation for writing a report. A. Discuss importance of outlining. 1. They can write good reports. 2. They will see organization of writing.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 603		
Teacher Resource Book, page 604		
Teacher Resource Book, page 606		
Teacher Resource Book, pages 607-608 (possible outline)		
Possible Comparative Source Teacher Resource Book, page 609		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	B. Importance of Form 1. Transparency to show form. 2. Illicit through questioning: I. Use Roman Numerals for main topics - the most important points. A. Indent and capitalize letters for subtopics. 1. Use Arabic numbers for details. 2. When you have 1 detail you have 2. II. Another Main Topic C. Outlining Practice 1. Main Topic Outlines a. Students will read articles. b. Students will identify main idea. c. Students will complete worksheets. 2. Outlines With Subtopics. a. Students will identify topics. b. Students will identify subtopics. c. Students will place in outline form. 3. Outlines with main topics, subtopics, and details. a. Students will identify: 1) Main Topics 2) Subtopics 3) Details b. Complete Outlines D. Two basic types of outlines. 1. Topical Outline a. Dittoed paragraph given to students. b. Change each sentence to shorter one. c. Reduce next to short topic. 1) A sentence will contain only one necessary detail. 2) List details separately. d. Practice topical outlining. 2. Sentence Outline a. Made up of complete sentences. b. Students will complete outline	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 611	transparency	
	WKSHTS High Roads WKBK pages 63,69, 91, 106 Skylines WKBK pages 68,84	
Teacher Resource Book, WKSHT, page 612	Skylines WKBK pages 69,70,73,74,85,92,99 Bright Peaks WKBK pages 82,83	
SRA Research Lab: Student Research Guide "Outlining" pages 21, 22 Unit B-3 Lesson Plan Guide, 116-141 worksheets pages	Skylines WKBK pages 93, 98 Bright Peaks WKBK pages 80, 84, 91, 92, 101, 102	
Teacher Resource Book, page 613		
Dimensions M. pages 108-109 (82)		
Teacher Resource Book, WKSHT, page 615 Teacher Resource Book, pages 617-619 Teacher Resource Book, WKSHT, page 620 Dimensions - manual page 108, workbook page 82; manual page 113, workbook, page 87, manual page 144, workbook page 114-115		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
VI. The student will learn how to compine his notes from various readings.	VI. Combining notes from various reference sources. (Synthesizing) A. Take note cards. 1. Sort 2. Group by topics, subtopics, and details. a. Take time to do research activity. OR b. If researching a topic of their choice, do grouping of material (Very close supervision at this time) c. Work with one main topic at a time looking for notes that develop, explain, or support that topic. B. Make Outline 1. Helicopters a. Give notes (dittoed) b. Group by topics, subtopics. c. Eliminate irrelevant topics and repetitions first. d. Revise order of groups so as to make outline logical and sensible. 2. Airplanes a. Dittoed noted questions. b. Read through and answer questions. c. Write outline OR d. Alternative (Write a narrative summary) (May give practice when writing conclusion in research paper)	
VII. The student will compare and evaluate two or more sources of information, using criteria suggested in Section III.	VII. Compare and evaluate two or more sources of information A. Review criteria in Section III, Teacher Resource Book, page 595. 1. Use chart you made with students. 2. Read and discuss.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Skills Resource - Linescapes page 251		
Teacher Resource Book, page 622		
Unit B-3 Lesson Plan Guide worksheet, page 114.		
Teacher Resource Book, pages 624-626		
Teacher Resource Book, pages 626-627		
Teacher Resource Book, pages 626-630		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	B. Question to ask and categorize the answers to: 1. What statements of fact are alike? 2. What statements of opinion are alike? 3. What statements of fact are different? 4. What statements of opinion are different? C. Reasons for likenesses and differences. (Discussion should bring out) 1. Dates of writing. 2. Authors point of view. 3. Nature of time when writing took place. 4. Nature of media where writings were found. D. Compare Two Sources 1. Compare two sources about Grasshoppers. 2. Compare using stories in Dimensions. a. May give a choice b. May do "Snobber" and "The Otter's Tail" in class	
VIII. The student will apply the skills of location, evaluation, documentation, and synthesizing of information through involvement in the writing of a Research Paper.	VIII. Students will write a research paper. A. Handout on possible topics for research may be handed out for selection. B. Relate research to social studies or science area if possible. C. Handout ditto on "How To Do Research - Ten Basic Steps". Teacher Resource Guide, page 653 D. Select topic E. Procedure to follow: 1. General background reading. 2. Check for possible sources. 3. Examine their purpose for report. 4. Beginning report - encyclopedia (cross references)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	transparency	
SRA Research Lab: Student's Research Guide "Evaluating Information" page 35		
Linescapes "Synthesizing" Skill Resources page 307		
Linescapes "Nellie Bly: One Viewpoint" page 150		
Linescapes "Nellie Bly: Another Viewpoint" page 151		
Dimensions "Snobber", pages 56-64 "The Otter's Tale", pages 9-23 "Echo and Narcissus", pages 146-149 "Wander-Thirst", page 36 "Travel", pages 244-245		
Teacher Resource Book, pages 632, 648-652 (possible topics)		
SRA Research Lab		
Teacher Resource Book, page 653		
Teacher Resource Book, pages 633-636		
Teacher Resource Book, pages 654-655 "Independent Study Contract" - optional		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	5. Evaluate material. (5W's Plush) (On chart from Sec. III.) 6. Make preliminary outline. 7. Make "Working Bibliography". 8. Take notes. 9. Prepare final outline. 10. Write, revise, and rewrite report.	
	F. Parts of a Report 1. Introduction a. Title page followed by blank page. b. Table of Contents - Tables c. List of illustrations. 2. Body a. Introduction b. Main part of report. 3. Conclusion 4. Bibliography 5. Booklet	
	G. Helpful Hints - (Handout dittoed copy of Teacher Resource Book, pages 644-645)	Evaluate and Grade Final Report

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 637		
Teacher Resource Book, page 637		
Sample, page 638		
Teacher Resource Book, page 639		
Teacher Resource Book, page 640		
Teacher Resource Book, page 641		
Teacher Resource Book, page 642		
Teacher Resource Book, page 643		
Teacher Resource Book, page 643		

REFERENCE MATERIAL AND WORKSHEETS
UNIT B 3

Name ____ Date ____________________

EXAMINE THE ENCYCLOPEDIA

An encyclopedia gives general information on many different subjects in essay form. The information is arranged in **alphabetical order** and divided into sets of 20 to 30 volumes.

The spine of each book is marked with letters and a volume number.

The **index** is an alphabetical list of topics found in a set of encyclopedias. It tells you which volumes have information about your topic. Sometimes the index is found at the back of each book. Usually it is the **last volume** of the set.

This is part of an index.

Fire F:116 *with pictures*
Alchemy A:318
Camping (Campfires) C:82 *with diagrams*
Chemical Warfare C:315
Chemistry (Early Times) C:318
Combustion C:699
Culture (Technology) C:943
Fire Fighting (Battling the Blaze) F:123
(What To Do in Case of Fire) F:124
Heat (Sources of Heat) H:143
Prehistoric Man (Food, Shelter, and Clothing) P:667
Vesta V:274

I. Study the index above and complete these exercises:

1. What is the main entry? ____________________
2. What volume contains basic information about fire? _______________
3. Subentries give you more information about this topic. **Underline** all the subentries in the index above.
4. In what volume and on what page will you find diagrams about building campfires? _______________
5. In what volume and on what page will you find information about how firemen fight fires? _______________
6. In what volumes and on what pages might you find information on how fire is useful? __________________
7. In what volume and on what page would you find information about the ancient art of using fire to change common metals into gold? _______________
8. In what volume and on what page would you find information on how early man depended on fire for survival? _______________
9. How many different volumes contain information about fire? _______________

II. Name the sets of encyclopedias in your room or school library. Give the copyright date, and the number of volumes. Also tell if the index is a separate book or at the back of each volume.

	Name of Set	© date	number of volumes	index
1.				
2.				
3.				

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ENCYCLOPEDIA CLUES

Name	Copyright Date	No. of Volumes	Location of Index	Example of Index Entry	Explanation of Index Entry
ritannica unior ncyclopaedia					
Compton's cyclopedia and Fact Index					
he New ook of nowledge					
Our onderful orld					
World ook ncyclopedia					

Name ______________________________ Date ____________

USE THE ENCYCLOPEDIA

I. Choose one volume from a set of encyclopedias and answer the questions below. You may need to share a volume with someone in your class.

1. What is the name of your set? ______________________ 2. When was it published? __________ 3. What volume are you using? __________ 4. What is the first topic in this volume? ______________ the last topic? ______________

II. Now look through your volume and find a **person** you would like to know more about. Read about him (or her) and complete the exercises below.

1. Full name ______________________ 2. Birthplace ______________ 3. Date of birth and death ______________ 4. Write two sentences that tell something interesting about this person. ______________________________

____

____

____

III. Now find a **country** you would like to know more about. Read about it and complete the exercises below.

1. Name ______________________ 2. Is it on a continent? ______ Which one? ______________________ 3. Location (bordering countries and seas) ______________

____

4. Climate (s) ______________________________ 5. Chief river (s) ______________________________ 6. Population ______________ 7. Capital city ______________ 8. Major language ______________ 9. Chief industries and products ______________________________

______________________ 10. Write two sentences that tell something interesting about this country. ______________________________

____

____

____

IV. Now choose any topic in this volume that interests you. On a separate sheet of paper, write ten facts about it. Then in your own words, write a short report about this topic based on the ten facts you listed.

7b

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LET'S TAKE A TOUR!

You are planning your summer vacation and plan to tour a state you have never visited. Choose a state that interests you and prepare for your vacation by answering the following questions. Be sure to list the title of the encyclopedia you use. Also include volume number, publisher and copyright date.

1. What state did you choose and when did it become a state?

2. What is its size?

3. What are the two largest cities?

4. What is the name of its largest river?

5. What is its most important industry?

6. What are the two leading agricultural products?

7. What is the state flower?

8. What borders the state on all sides?

9. Besides the main text, what other types of information(maps, for example) are included in the article?

10. Check the paging of your article. Was it revised and updated by adding letters to the page numbers?

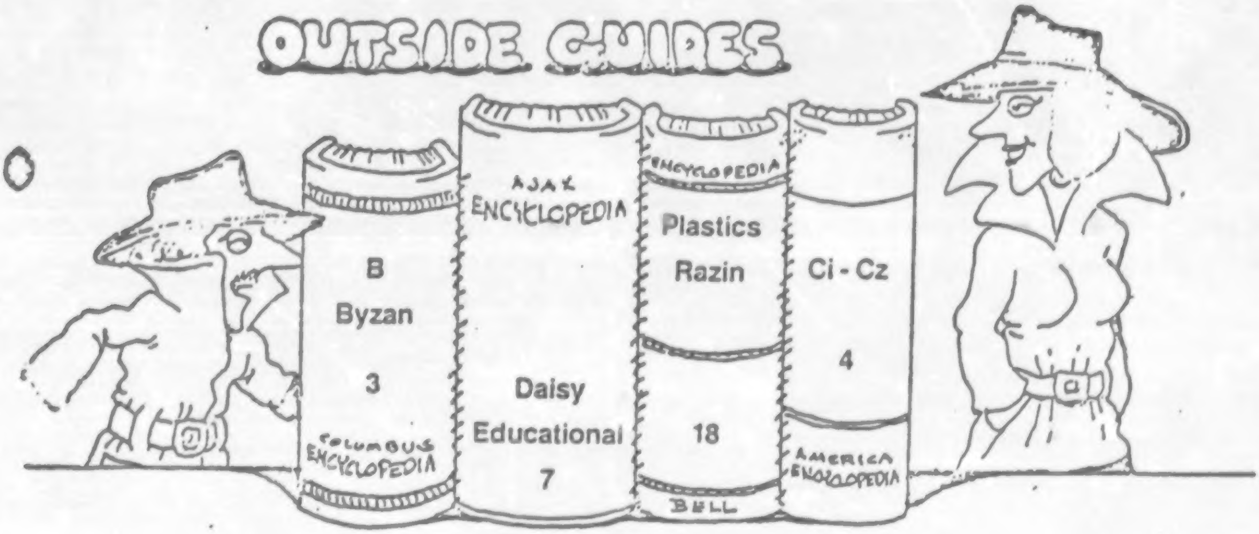
11. Were any famous persons born in the state? If so, who?

12. On the back of this paper name two "must visit" places in your state and tell why you intend to include them in your tour.

The Encyclopedia Episode

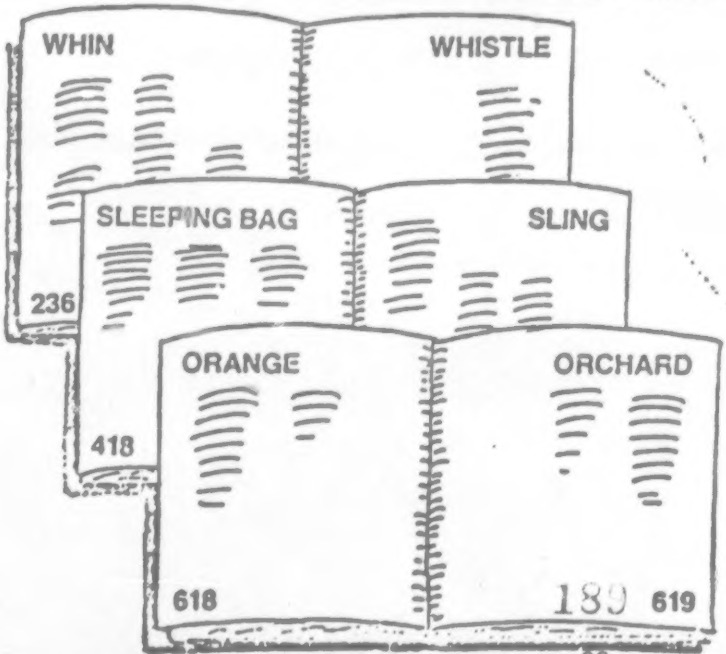
3

OUTSIDE GUIDES


B
Byzan
3
COLUMBUS ENCYCLOPEDIA
AJAX ENCYCLOPEDIA
Daisy
Educational
7
ENCYCLOPEDIA
Plastics
Razin
18
BELL
Ci - Cz
4
AMERICA ENCYCLOPEDIA

radar dogs computers earthquakes
Bluebeard cobras Brazil clay
Portugal badminton diamonds

INSIDE GUIDES


WHIN
WHISTLE
236
SLEEPING BAG
SLING
418
ORANGE
ORCHARD
618
619

orangutan
whirlpool
orbit
whist
sleigh
whippet
slime mold

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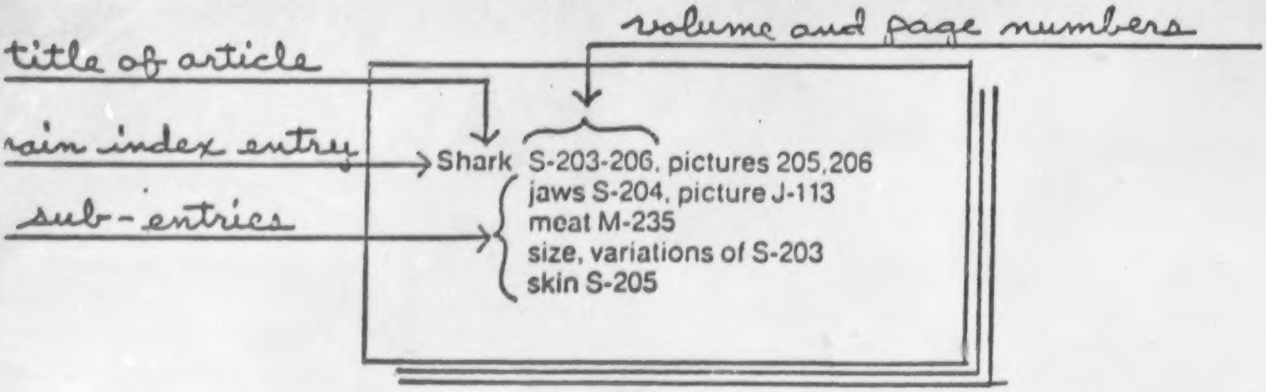

volume and page numbers
title of article
main index entry
sub-entries

Shark S-203-206, pictures 205,206
jaws S-204, picture J-113
meat M-235
size, variations of S-203
skin S-205

Kangaroo K-1-2, pictures A-419, A-715
foot K-2, picture F-329
fossil remains K-2
jumping A-406, color pictures A-408, K-2
leather L-175
length of life, average, pictograph A-414

name of article____________________
main index entry____________________
volume with information about kangaroo leather____________________
number of volumes containing pictures____________________

oop deck
Galleon G:14
Ship (table) S:342 with diagram;
(general cargo ships) S:343-344

ain index entry____________________
olumes that have formation about poop decks____________________
olume and page with agram of ship table____________________

Nastistuff, Noris (born 1938) secret agent; born Morticia, Translutania; notoriously unsuccessful in pursuit of good guys.

main index entry____________________
volume of article____________________
birthplace____________________
occupation____________________

S
T
U
V
W
X
Y
Z
COLUMBUS ENCYCLOPEDIA
SCIENCE
SCIENCE
SCIENCE
SCIENCE
ACME
ACME
ACME
ACME

USING THE READERS' GUIDE

When you are writing a report you use the card catalog to help you locate books on the topic you have chosen. The card catalog is an author, title, subject index that is a valuable aid in locating books in the library.

If you wish to include material from magazines in your report, you may use an index to magazine articles, THE READERS' GUIDE TO PERIODICAL LITERATURE, often called THE READER'S GUIDE.

Use the sample page from the READERS' GUIDE, page 28, to complete the information on these magazine articles:

1. Subject DOGFISH
   Title ______________________
   Author ______________________
   Magazine ______________________
   Volume ____________ Pages ____________
   Date ____________ Pictures? ____________

2. Subject CHARACTERS IN LITERATURE
   Title ______________________
   Author ______________________
   Magazine ______________________
   Volume ____________ Pages ____________
   Date ____________ Pictures? ____________

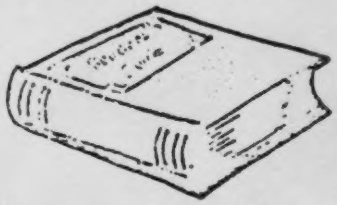
3. Author Joseph N. Bell
   Title ______________________
   Magazine ______________________
   Volume ____________ Pages ____________
   Date ____________ Pictures? ____________

THE READERS' GUIDE TO PERIODICAL LITERATURE is an ____________ to about 130 magazines. It is arranged alphabetically by ____________ and author.

Using Readers' Guide 6

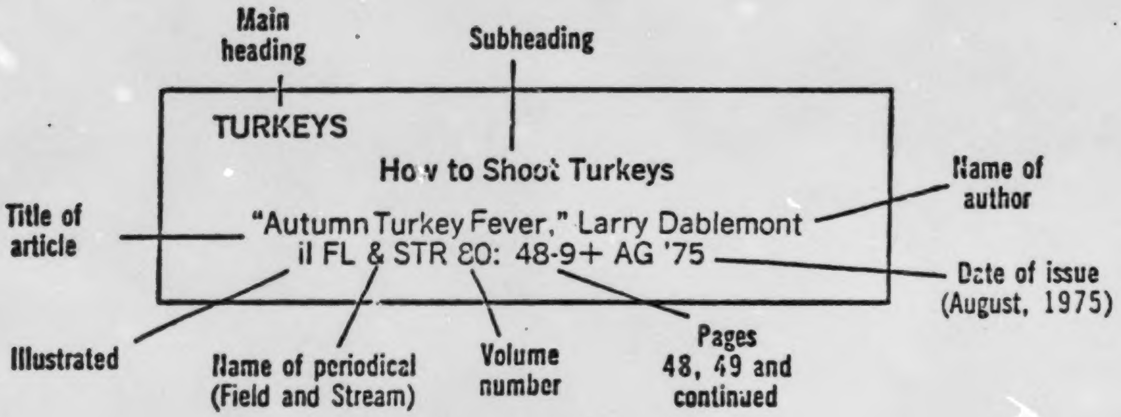
Objective: to find information in the Readers' Guide

TEXTBOOK CORRELATION
TEXT ____________
PAGE(S) ____________



The Readers' Guide to Periodical Literature is an index of all the stories and articles published in over one hundred different magazines. It can be a valuable aid if you are studying or researching something that is constantly changing, such as space exploration.

Articles in the Readers' Guide are listed alphabetically by both author and subject. If you need the latest information on a particular subject, the Readers' Guide will refer you to specific issues of various magazines. An example of the entry is as follows:


Main heading
Subheading
TURKEYS
How to Shoot Turkeys
Name of author
Title of article
"Autumn Turkey Fever," Larry Dablemont
il FL & STR 80: 48-9+ AG '75
Date of issue (August, 1975)
Illustrated
Name of periodical (Field and Stream)
Volume number
Pages 48, 49 and continued

Another entry that might appear in Readers' Guide is as follows:

BIRDS

Food and Feeding

"How to Cultivate Birds in Your Garden," J. Hersey
il. House & Gard 124: 250-1+ O'63

1. What is the main heading? BIRDS Subheading? FOOD AND FEEDING
2. What is the author's name? J. HERSEY
3. What is the title of the article? "HOW TO CULTIVATE BIRDS IN YOUR GARDEN"
   Is it illustrated? YES
4. In what magazine does it appear? HOUSE AND GARDEN
5. When was the magazine issued? OCTOBER, 1963
6. If you needed information on the newest rockets, would you look in the two year old set of encyclopedias or Readers' Guide? READERS' GUIDE
7. Why? ANSWERS VARY
8. List three subjects you would probably look in Readers' Guide for rather than in reference books. ANSWERS—VARY

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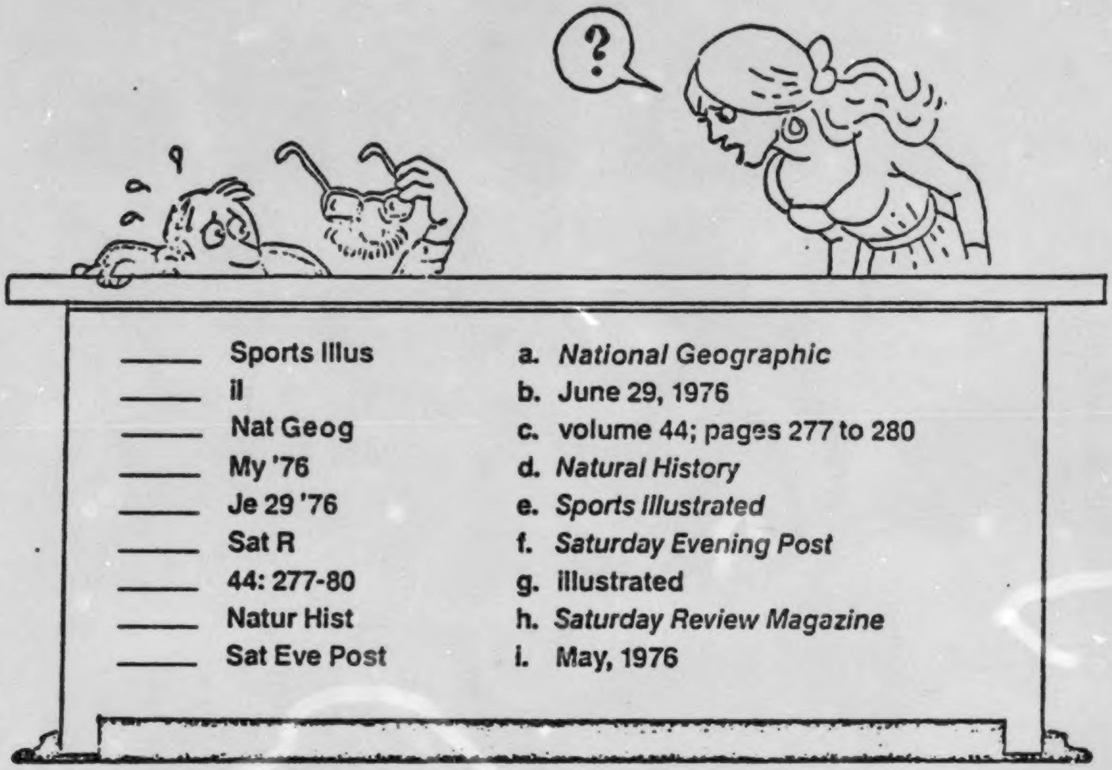
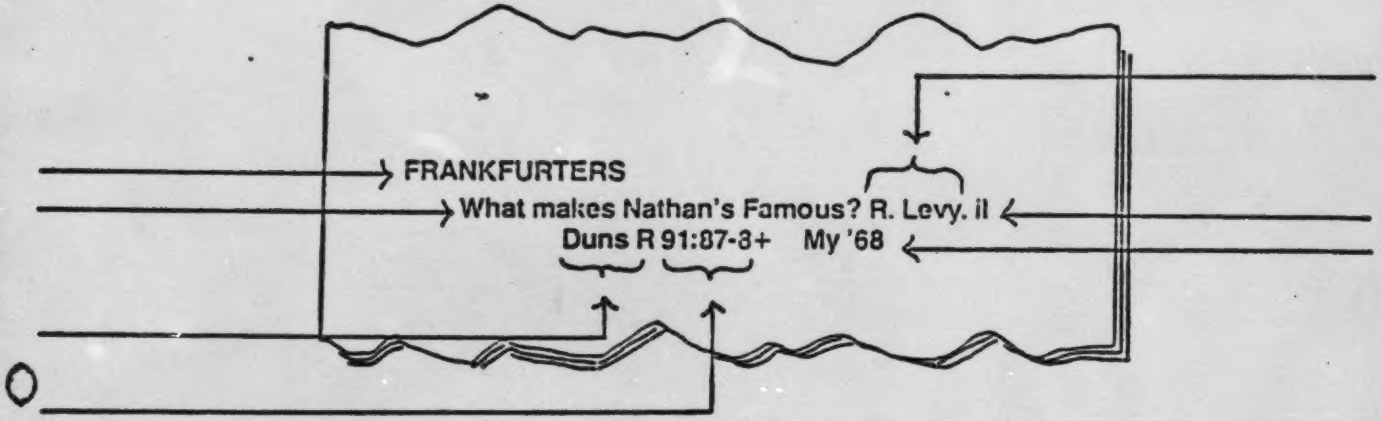
NAME ________________ CLASS ____________ DATE ____________

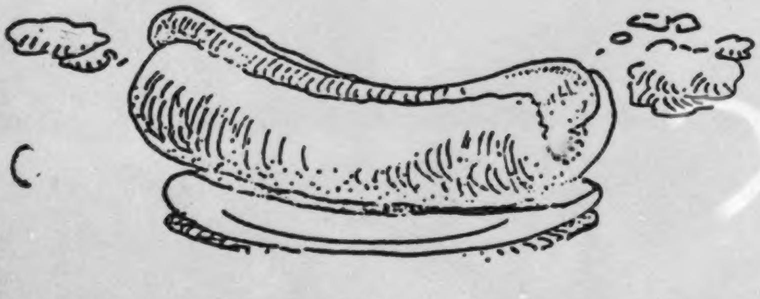
The Readers' Guide Gets Elected 4



_____ Sports Illus
_____ il
_____ Nat Geog
_____ My '76
_____ Je 29 '76
_____ Sat R
_____ 44: 277-80
_____ Natur Hist
_____ Sat Eve Post

a. *National Geographic*
b. June 29, 1976
c. volume 44; pages 277 to 280
d. *Natural History*
e. *Sports Illustrated*
f. *Saturday Evening Post*
g. illustrated
h. *Saturday Review Magazine*
i. May, 1976


FRANKFURTERS
What makes Nathan's Famous? R. Levy. il
Duns R 91:87-8+ My '68



author
magazine title
subject
date of magazine
article title
volume and page numbers
illustrated

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CHARLES, Gerda
Our literary Anglo-Jewish cousins. Nation 206: 477-8 Ap 8 '68

CHARLES, Ray
Jazz concerts; performance at Carnegie Hall. W. Balliett. New Yorker 44:136+ My 25 '68

CHARTS, Calculating
Coil tuning range nomogram. D. W. Moffat. il Electr World 79:36-7 Mr '68
How to build a crossover network. M. H. Applebaum. il Radio-Electr 39:16-7+ Mr '68
Link coupling nomogram. D. W. Moffat. il Electr World 81:40-1 Ja '69
Photometry nomograph. il Electr World 79: 29 Je '68
Q-prediction nomogram. D. W. Moffat. il Electr World 80:44-9 S '68
RC differentiator design nomograms. D. W. Moffat. il Electr World 80:30-1 Jl '68

CHEMICAL bonds
Bonding and structures of transition metals. L. Brewer. bibliog il Science 161:115-22 Jl 12 '68
Facilitated proton transfer in enzyme catalysis: adaptation of address, April 4, 1968. J. H. Wang. bibliog il Science 161:328-34 Jl 26 '68
Hydrogen bond, special agent. V. J. Webb. il Chem 41:16-20 Je '68
On getting halfway through a hoop; hooplanes. il Chem 41:46 Jl '68
See also
Molecular orbitals

DESSERTS
Fast dessert ideas. D. Eby and P. Pollock. il Bet Hom & Gard 47:60-1 Ja '69
Luscious but simple fruit desserts. B. L. Henry. il Farm J 92:57 Je '68

DESTRUCTION art. See Modernism (art)

DES VERNEY, Robert
Camera collecting? Look for the unusual usable. il por Mod Phot 32:62+ D '68

DE SYLVA, Donald P.
Poison in the pot. il Sea Front 14:2-8 Ja '68

DETAIL men. See Manufacturers agents

DETECTIVE and mystery plays
Spy for a day. B. T. Huff. Plays 27:13-22, 40 Mr '68

DETECTIVE and mystery stories
Giovanni and the governess. C. T. Samuels. Am Scholar 37:655-6+ Aut '68
Mystery. E. Fenton. Horn Bk 44:277-80 Je '68
Sayers, Lord Peter and God. C. Heilbrun. Am Scholar 37:324-30+ Spr '68
See also
Fiction—Technique
Mystery writers of America
Television broadcasting—Crime programs

Bibliography

First novelists: crime, suspense and mystery; statements by the writers. il Library J 93: 2274-8 Je 1 '68

FRANKEL, Haskel
Sound of more music! Sat Eve Post 241:28-33 Je 29 '68

FRANKENHEIMER, John
Two-thirds of greatness. il por Time 92:107+ D 13 '68

FRANKENSTEIN, Alfred
American 19th century: saloon salons. Art N 67:14-7+ S '68
In Schiller's bag: a Milhaud opera. Hi Fi 18:MA18-12 D '68

FRANKENTHALER, Helen
Helen Frankenthaler: interview. ed. by D. Cyr. il por Sch Arts 67:20-2 Ap '68

FRANKFURT book fair. See Book fairs

FRANKFURTER, Felix
Frankfurter and friend. A. M. Bickel. New Repub 158:27-9+ F 3 '68
Reader's choice. O. Handlin. Atlan 221:138-9 F '68
There comes a time. New Repub 159:6-7 Ag 3 '68

FRANKFURTERS
What makes Nathan's Famous? R. Levy. il Duns R 91:57-8+ My '68

FRANKIE, Richard J.
Woodrow Wilson and education. bibliog f Sch & Soc 96:80-2 F 3 '68

1. What magazine contains an article about Ray Charles?

____

2. Where would you find additional information about chemical bonds?

____

3. Where would you find articles about Destruction art?

____

4. Where would you find a bibliography of detective and mystery stories?

____

5. What is the date of the magazine that contains the article about simple fruit desserts?

____

Is the article illustrated?

____

6. Underline the title of the article written by Haskel Frankel. How many pages long is the article?

____

Name [redacted] Date [redacted]

INCREASE YOUR VOCABULARY

A thesaurus or dictionary of synonyms is a book of words that have similar meanings. This book can help you increase your vocabulary by giving you a large selection of words from which to choose. Not all synonyms have exactly the same meanings. Choose carefully the synonym that best fits the meaning of your sentence.

Study this entry from a thesaurus; then answer the questions below. In some cases you may have more than one choice. Try to find the best word.

TRAVEL: 1. *n.* locomotion, course, journeying, globe-trotting, parade, caravan.
2. *n.* wandering, roving, nomadism, vagabondism, wander-lust, tourism.
3. *n.* migration, passage, trek, emigration, immigration.
4. *n.* walking, perambulation, ramble, hike, march, tramp, stroll, promenade, jaunt, hitchhiking (slang, U.S.)
5. *v.* journey, tour, hit the trail (slang), globe-trot, flit, wander, roam, rove, gad about, traipse, prowl, stray, straggle, meander, jaunt, ramble, stroll, saunter, tramp.
6. *v.* step, stride, shuffle, hobble, stagger, toddle, scuttle, prance, flounce, stalk, strut, swagger, amble, tiptoe, march, run.

I. Which synonym would you use if you meant: 1. to walk like a baby ________________;
2. to go slowly ________________; 3. to walk proudly ________________;
4. thumbing a ride ________________; 5. to lag behind ________________;
6. to visit places ________________; 7. to drag your feet ________________;
8. a strong impulse to travel ____________; 9. southward flight of birds ________
________; 10. walk to a beat ________________________.

II. Underline the correct synonym:
1. If I were in a hurry would I meander or stride?
2. Which is a business: nomadism or tourism?
3. Is leaving a country emigration or immigration?
4. Would the camels of the Sahara be in a parade or a caravan?

III. Find a proper synonym for the sentences below. You may need to add s or ed to the end of the word.

1. The thief ________________ around in the dark. 2. The lone sheep was bleating because it had ________________ from the flock. 3. The Boy Scouts were tired from their seven-mile ________________. 4. Quietly so as not to wake the baby, Mother ________________ from the room. 5. His ________ ________ took him around the world. 6. After supper Jim took a leisurely ________ ________ down the tree-lined street. 7. "Let's ________________!" the wagon master shouted to the wagon train. 8. After being hit by the bullet, he ________ ________ and then fell. 9. As Geraldine ________________ down the street in her new clothes, she was the envy of everyone.

2a

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Name ______________________________ Date ______________

FIND THE SYNONYM

Use a thesaurus or dictionary of synonyms to complete the following exercises.

I. Rewrite each sentence below using a synonym for the underlined words.

1. It was an old car. ______________________________
2. "Is it small?" asked Jane. ______________________________
3. The house was on a hill. ______________________________
4. Lemons have a sour taste. ______________________________
5. He put on his hat and walked away quickly. ______________________________

____

II. Write this sentence 3 different ways. Use a different synomyn for each underlined word. The pretty girl said, "The food is good".

1. ______________________________
2. ______________________________
3. ______________________________

III. The 9 words below are **common names** for colors. Look up each one in your thesaurus. Then match each of the colors with the list on the right by putting the correct number on the line before each word.

1. red
2. blue
3. yellow
4. purple
5. black
6. white
7. orange
8. brown
9. green

______emerald
______ivory
______amethyst
______pearl
______tangerine

______ebony
______vermilion
______apricot
______saffron
______viridian

______cinnamon
______raven
______plum
______brunette
______sapphire

______ochre
______azure
______topaz
______umber
______claret

IV. Find three synonyms for each of these words.

1. story: ______________________________
2. teacher: ______________________________
3. brave: ______________________________
4. friend: ______________________________

V. Circle the correct synonym for each underlined word.

1. The saga was long but interesting. play, story, movie
2. The lexicographer was accurate. engineer, banker, dictionary writer
3. He bowed before the sovereign. priest, king, mayor
4. He sang a dirge. funeral song, silly song, love song
5. His olfactory organ was sensitive. nose, heart, mind

2b

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Name ____________________ Date ____________

GET TO KNOW YOUR DICTIONARY

There are many kinds of dictionaries. They come in many sizes.

I. An unabridged dictionary is very large because it contains all the words in the English language. It has almost 500,000 words.

Have you ever seen one? ____ Where? ____________ How many pages does it have? __________ Title: ____________

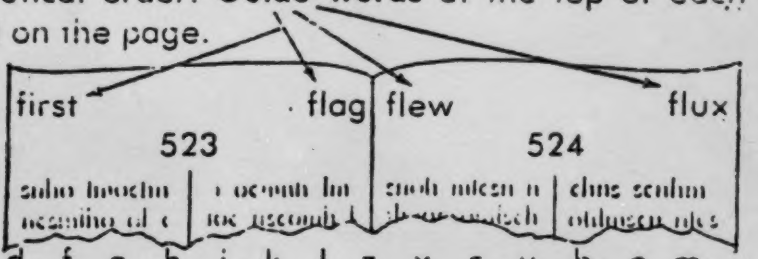
II. An abridged dictionary contains only the most common English words. One dictionary for children contains 18,000 words; another dictionary for adults contains 130,000 words.

1. How many words are in your dictionary? __________ 2. What is the name of your dictionary? ____________ 3. For what level is it written? ____ 4. When was your dictionary published? __________ 5. Is it abridged or unabridged? ____________ 6. How many pages does it have? ____

III. In addition to all the entry words, your dictionary includes other helpful information. Look in the front and the back of your dictionary and list the other kinds of information you find. Answer on the back of this page.

IV. Look up the word "dictionary" in your dictionary. On the back of this page, write everything it says about this word.

V. A dictionary is arranged in alphabetical order. **Guide words** at the top of each page tell you the first and last word on the page.



How well do you know the alphabet? How quickly can you put words in alphabetical order?

1. Number these letters in order.

q	w	e	r	t	y	u	i	o	p	a	s	d	f	g	h	j	k	l	z	x	c	v	b	n	m
										1													2		

2. Number these words in alphabetical order.

___ munition
___ middle
___ magnet
___ mutual
___ mitten
___ measles
___ meadow
___ mortal
___ mongoose

3. These are harder.

___ undersell
___ underscore
___ understate
___ undersea
___ understand
___ undertake

4. One dictionary page has these guide words at the top, **Quits—Race.** Put a check in front of each word you would find on this page. Put a B in front of each word that would come **before** this page, and an A in front of each word that would come **after** this page.

___ quiz
___ quarter
___ radar
___ cucumber
___ seed
___ raccoon
___ quote
___ textbook
___ rabbi
___ sweater

1a

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Name ______________________________ Date ______________

USE YOUR DICTIONARY

You will need to use your dictionary to complete the exercises on this page.

I. What is the correct spelling of the following words?

1. rinoseros, rinocerous, rhinoceros ______________ 2. neumonia, pneumonia, numonia ______________ 3. lisence, license, lisense ______________

II. These words may be spelled more than one way. Write the other spelling.

1. ax ______ 2. hiccup ______________ 3. chili ____________ 4. busses ______________

5. ketchup ______________ 6. cookie ______________ 7. loadstone ______________

III. Divide these words into syllables.

1. aborigines ____________________ 2. autobiographical ____________________

IV. Find out how these words are pronounced, then answer the questions.

1. Is the t in **chalet** pronounced? ______ 2. Which two letters in **psalm** are silent? __________ 3. Say **chasm.** Does it begin like chase or case? __________ 4. Does **quay** rhyme with day, me, or buoy? ________ 5. Does **queue** rhyme with you, she, or beau? ______ 6. Does **dough** rhyme with tow or cow? __________

V. Write the pronounciation spelling for these words. Include all the marks.

1. juggler ______________ 2. chevron ______________ 3. mirage ____________

VI. Are these words singular or plural? Use S or P.

1. dice ______ 2. Magi ______ 3. bacteria ______ 4. datum ______ 5. genus ______

VII. Write the plural form of these words.

1. ox ________ 2. chateau ____________ 3. fungus ____________ 4. scarf ____________

VIII. What parts of speech are each of these words?

1. run ________ 2. flash ____________ 3. round ____________ 4. set ____________

IX. What does your dictionary say about using this word?

1. ain't ____

X. Find the meanings of the words in **bold** type and answer these questions.

1. Do you write in a **diary** or **dairy**? ______________ 2. Could a castle have a **keep**? ______ 3. Is a **decibel** an orchestral instrument? ______ 4. Would you eat **desert** or **dessert**? ________________ 5. Can you fire a **pistil**? ____________ 6. Would a plane be in an **aviary**? ____________.

XI. How many entries do you find for the word **slough**? ____________ for the word **bow**? ____________

Name [redacted] Date [redacted]

MEET SOME INTERESTING PEOPLE

A **biographical dictionary** contains very **short** biographies about famous people. Each entry gives only the most important facts about the person's life.

Entries are arranged in **alphabetical order** by the person's **last name**. It is important to know the complete name c the person you want to locate. Guid words at the top of each page will hel you. There is a key to pronunciations an abbreviations at the front of the book

Study this entry from a biographical dictionary:

> **Clemens** (klĕm'ĕnz) **Samuel Langhorne.** *Pseudonym* **Mark Twain.** (mark twan) 1835-1910. American humorist, b. Florida, Mo. Resident, Hannibal, Mo. (1839-53), on Mississippi River; journeyman printer (1847-55); river pilot on Mississippi (1857-61). In Carson City, Nev., as a prospector (1861) using as pseudonym *Mark Twain* (term meaning two fathoms deep, used by leadsmen taking soundings on Mississippi). Went to California (1864). Published first great success *The Jumping Frog of Calaveras County* (1865); successful also on lecture platform. At height of powers during next twenty years, wrote *Roughing It* (1872), *The Adventures of Tom Sawyer* (1876), *The Prince and the Pauper* (1882), *Life on the Mississippi* (1883), *Adventures of Huckleberry Finn* (1885), *A Connecticut Yankee At King Arthur's Court* (1889). His later works show a decline. Other works: *Tom Sawyer Abroad* (1894), *Tom Sawyer, Detective* (1896), *Personal Recollections of Joan of Arc* (1896), *The $30,000 Bequest* (1906).
>
> "By permission. From Webster's Biographical Dictionary © 1971 by G & C. Merriam Co., Publishers of the Merriam-Webster Dictionaries."

On a separate sheet of paper, answer these questions about the entry above.

1. What was Mark Twain's real name?
2. What is a pseudonym? (Use a dictionary to find out.)
3. What does "Mark Twain" mean?
4. Where was he born?
5. How old was he when he moved to Hannibal, Missouri? How long did he live there?
6. In addition to writing, what other jobs did he have?
7. How long was he a river pilot?
8. What was his first successful story?
9. List five books he wrote.
10. When did he write *Tom Sawyer*? How old was he when he wrote it?
11. Name two other books he wrote about Tom Sawyer.
12. Does this entry tell you if he married and had children?
13. What other information about his life seems to be missing?
14. How old was he when he died?
15. What other books would give you more information about Mark Twain?

3c

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USING A BIOGRAPHICAL DICTIONARY

A BIOGRAPHICAL DICTIONARY is an alphabetical listing of famous people.

By using the sample page of WEBSTER'S BIOGRAPHICAL DICTIONARY on page 22, answer the following questions about famous people:

1. When was Frances Alda born? ________

2. For what was Sir John William Alcock noted? ________________________________

3. During what period in American history did Louisa May Alcott live? ________
____

4. What did Cecil Charles Windsor Aldin do for Rudyard Kipling? ________________
____

5. What nationality was Juan Aldama? ________________________

6. What was the profession of Amos Bronson Alcott? ________________________

7. What is the pronunciation of the name—Alcmaeon? ________________________

8. Check the one answer that best describes the information found in the BIOGRAPHICAL DICTIONARY:

   a. ☐ living persons ☐ dead persons ☐ both
   b. ☐ men ☐ women ☐ both
   c. ☐ Americans ☐ all nationalities
   d. ☐ authors ☐ all lines of work

9. What are the guide words for this page?

   ________________________ ________________________

10. What use could be made of a BIOGRAPHICAL DICTIONARY in making a report?

____

____

____

Name: ______________________________ Date: __________

FIND OUT ABOUT PLACES

A **geographical dictionary**, or **gazetteer**, gives brief information about many different places in the world. Towns, cities, countries, rivers, lakes, mountains, islands, waterfalls, and parks are some of the kinds of entries you will find.

The entry words are arranged in alphabetical order with guide words at the top of each page. All the places in the world with the same name, are listed in number order under the entry word. Some of the information is abbreviated. You will need to use the key to abbreviations in the front of the book.

Study these entries from a geographical dictionary:

> **Victoria Peak.** 1 See COCKSCOMB MOUNTAINS, British Honduras.
> 2 Hill above Victoria city, NW Hong Kong I., Hong Kong colony, SE China. highest point on island. 1825 ft.; has exceptional view of Hong Kong harbor; residential section for Europeans. Last point surrendered to Japanese by British in fall of Hong Kong Dec. 25. 1941.
>
> **Victoria Point.** Cape at extreme S of Burma, ab. 10°N. W of the mouth of Pakchan river.
>
> **Victoria Quadrant.** Formerly the quarter section of Antarctica (*q.v.*) bet. 90°E and 180°E; now chiefly Wilkes Land and Victoria Land (W part of Ross Dependency).
>
> **Victoria River.** See VICTORIA river, Australia.
>
> **Victoria Strait.** Channel bet. SE Victoria I. and King William I., off N Canada mainland, S Franklin District, Northwest Territories.
>
> **Vic·to'ri a·ville** (vik·tor'i·a·vil). Manufacturing town, Arthabaska co.. S. Quebec. Canada, 36 m. SE of Three Rivers; pop. 13,124; railroad junction; furniture factories; agricultural center. Incorporated 1890.
>
> **Victoria West.** Town, cen. Cape Province. S Union of South Africa. 230 m. NW of Port Elizabeth; pop. 2292.
>
> "By permission. From Webster's Geographical Dictionary © 1969 by G. & C. Merriam Co., Publishers of the Merriam-Webster Dictionaries."

I. On a separate sheet of paper, answer these questions using the information from the entries above.

1. How many places named Victoria are listed? Name the countries in which they are located. How many places in the world are named Victoria Peak?
2. Where is there a river named Victoria?
3. Would you go north or south to find Victoria Quadrant? Victoria Strait?
4. Study the entry for Victoria West. Underline all the abbreviations. Tell what each abbreviation means.
5. Where is Victoriaville? What are its major industries?
6. How many places listed above are bodies of water? Name them. How many are towns? Name them.

II. Use a geographical dictionary to answer the questions below.

1. Lima is the capital city of Peru. Where is another city named Lima? 2. In addition to the United States of America, what other United States are there? 3. How many places named Columbia can you find? 4. Give the meaning of the following symbols and abbreviations: N, SW, bet., ab., alt. 7000 ft.,. 5. Can you find out about your city and state?

4a

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A BOOK ABOUT PLACES

To answer the questions below, use the laminated page from Webster's Geographical Dictionary.

1. Find and write the name of a river. ____________________ An island ____________________ A village ____________________ A lake ____________________ A mountain range ____________________

2. What is Abdera? ____
   Where is it located? ____
   When was it founded? ____

3. How many entries are there for Abbeville? ____________________

4. What is Abacc? ____
   Where is it located? ____
   From its location, what kind of climate would you expect to find there? ____

5. What is Abbotsford? ____
   Where is it located? ____
   What famous person lived there? ____
   Name one reference tool you could use to find out why this person is famous. ____

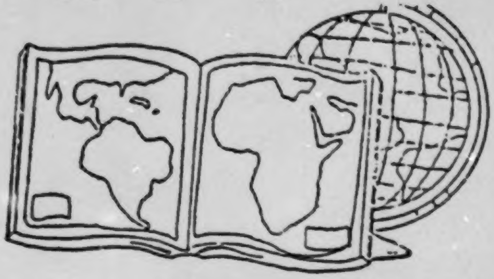
6. Let's play some geography games. From Tennessee you can make ten, see and sent. How many words can you make from WASHINGTON? Use the back of your worksheet.

AN ATLAS VIEW OF THE WORLD

An atlas is a book of flat maps showing cities, states, and countries of the world. Maps can help you know the sizes of parts of the earth and where there are waterways.

The Table of Contents gives a list of the maps and other information in the atlas.

CONTENTS	
Universe and Earth	23
The World	24
Antarctica	25-26
Arctic Ocean	27
Europe	28
Countries of Europe	29-34
Africa	42-43
Countries of Africa	44-47
Australia	48
Pacific Ocean	49
Atlantic Ocean	50
South America	51-52
North America	53
United States	54-55
States of United States	56-106
Canada	107-108
Index of the Principal Cities	108-111



The Index of Principal Cities helps you to find the place where each city is located. The small letters and numbers following each city help you to find that city on the map.

INDEX	
Bridgeport, Conn. (C 4)	87
Brighton, England (F 5)	30
Brindisi, Italy (G 4)	31
Bristol, Conn. (D 2)	61
Bristol, England (E 5)	30
Brockton, Mass. (K 4)	59
Brunswick, Germany (D 2)	33
Brussels, Belgium (D 6)	33
Buenos Aires, Arg. (O 11)	51
Buffalo, N.Y. (B 5)	92

A. Use the sample table of contents to fill in the blanks.

1. Maps of oceans are on pages ______________________ .
2. Is there a separate map for each of the United States? __________
3. Maps of the countries of Africa are on pages ________________ .
4. In an atlas would there be a separate map of each of the major continents of the world? _______
5. Where would you find a map showing all of the seven major continents? ________________

B. Use the sample index to complete these sentences.

1. Brunswick can be found on the map of ____________ on page ______ .
2. Bristol, England is on the map on page _____ .
3. Bristol, Connecticut is on the map on page _____ .
4. Buffalo can be found on the map of ___________ on page _____ .
5. Brindisi is on the map of ________ on page ________ .

C. Choose the best answer for each question and fill in the oval.

1. What kind of information can you find in an atlas?
   - ○ Early explorers
   - ○ A world globe
   - ○ Where oceans are located
   - ○ None of these
2. What kinds of maps are in an atlas?
   - ○ Large continents
   - ○ Countries and states
   - ○ Oceans
   - ○ All of these

EXAMINE AN ATLAS

Select an ATLAS from your classroom or from the library and complete the following questionnaire while carefully examining the ATLAS.

AUTHOR ____________________

TITLE ____________________

PUBLISHER ____________________

PLACE OF PUBLICATION ____________________

COPYRIGHT DATE ____________________

What kind of maps does this ATLAS contain?

____

____

____

____

____

Does this ATLAS have an index? ________

Does each map have a legend? ________

Can you find the Representative Fraction given on a map? ____________________

Can you find the Graphic Representation? ____________________

Is there a map in this ATLAS using picture symbols? ____________________

Is there a scale showing "Inches to the Mile"? ____________________

For what purpose might you use an ATLAS?

____

____

____

____

____

Name ____________________________________ Date ______________

LEARN FROM MAPS

An atlas is a collection of **maps, graphs,** and **tables** which give geographic information about places in the world. There are many kinds of maps in an atlas. Some specialized maps show only one geographic feature of a place. A vegetation map is a specialized map.

Use an atlas to complete the exercises on this page.

1. List as many types of **specialized maps** as you can find in your atlas. ______________

____

2. This is a **political map** of Australia. It shows the political divisions and major cities of this country. **Color this map** according to the key below. Then **write the name** of each state and territory in the correct place on the key.

KEY

A. red ______________

B. yellow ______________

C. green ______________

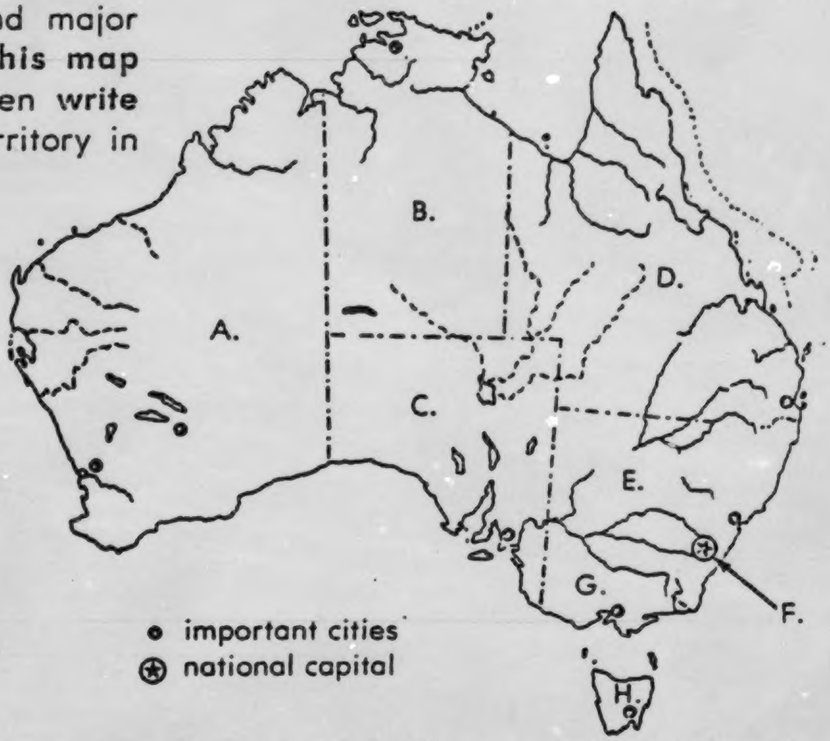
D. orange ______________

E. purple ______________

F. pink ______________

G. brown ______________

H. blue ______________



Now write the names of these cities where they belong: Melbourne, Sidney, Darwin, Brisbane, Kalgoorlie, Canberra, Adelaide, Perth, Hobart. Circle the national capital city.

3. Draw a dotted line for the Tropic of Capricorn on the map and label it. Which city on your map is closest to the equator? ______________ 4. Study a **vegetation map** of Australia. What kind of vegetation is found around Adelaide? ______________ in central Australia? ______________ 5. Study a **physical** map of Australia. Where are the highest mountains located? ______________ 6. Study a **rainfall** map of Australia. What is the average annual rainfall around the capital? ______________.

7. Study a **world map.** In which direction is New Zealand from Australia? ______________

What large island lies just north of Australia? ~~205~~ ______________ 5a

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Name ______________________________ Date ______________

BE AN INFORMED PERSON

The **almanac** is a **collection** of many kinds of interesting facts put together in one book. Since it is published each year, it is an up-to-date reference book. The almanac is not arranged in alphabetical order, so you must **use the index first** to locate the information you need.

Part of an almanac index may look like this:

Mountains
- Climbing expeditions 376-377
- Highest, by continents 386
- Volcanoes 388-389

Music and Musicians
- Composers, works 247-255
- Musicians, singers 233-243, 259
- Pulitzer Prizes 320

National Baseball Hall of Fame 881

Netherlands 544
- Area, capital, population 544
- Painters, noted 259
- Rulers 251

Nevada 675
- Admission, area, capital 675
- Name, origin of 692

I. Use the above index to give the **page number** on which you would find the answers to the following questions.

1. What is the highest mountain in the world? ____ 2. Who won the Pulitzer Prize in music in 1960? ____ 3. When was Nevada admitted to the Union? ____ 4. Is Ty Cobb in the Baseball Hall of Fame? ____ 5. What does Nevada mean? ____

II. Refer to the index above, and write the **subtopic** which would help you answer the following questions.

1. Has Mt. Etna erupted recently? ____________ 2. What has Leonard Bernstein composed? ____________ 3. Was Rembrandt a Dutch artist? ____________ 4. Who climbed Mt. Everest first? ____________ 5. Does the Netherlands have a king or queen? ____________ 6. Who are the five most noted opera stars? ____________

III. **Use an almanac** to answer the questions below. (Underlined words and words in parentheses will give you an index clue.)

1. What is the present population of your state? ____________ 2. When did it become a state? ____________ 3. How did it get its name? ____________ 4. How many people in the world speak English? (Languages) ____________ 5. Who was Miss America in 1955? ____________ 6. Who was the first man to walk on the moon? ____________ 7. What is the motto of the U.S.? ____________ 8. What is the aurora borealis? ____________ 9. How deep is the deepest part of the Pacific? ____________ 10. Who first ran the mile in less than 4 minutes? (Track) ____________

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USING THE WORLD ALMANAC

The WORLD ALMANAC is a source of current information.

The index is found in the front of the book.

Notice that in the index the main headings are in a heavier type than the subheadings.

By consulting the sample index page from the WORLD ALMANAC on page 16, find on what page or pages you would look to locate the following information:

1. A biography of President Eisenhower
   Main Heading ____________ Subheading ____________ Page ______
2. A list of colleges and universities
   Main Heading ____________ Subheading ____________ Page ______
3. A list of Egyptian cities according to population
   Main Heading ____________ Subheading ____________ Page ______
4. The amount of petroleum produced by Ecuador
   Main Heading ____________ Subheading ____________ Page ______
5. Facts about the Johnstown flood
   Main Heading ____________ Subheading ____________ Page ______

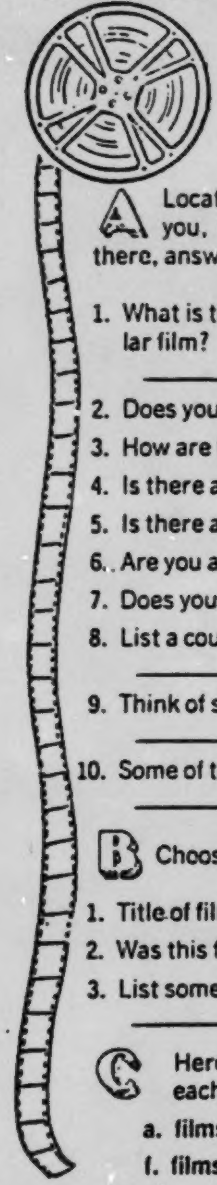
Find the main topic EGGS in the index.
Locate the subtopic "production by states."
To what page does it refer? ______

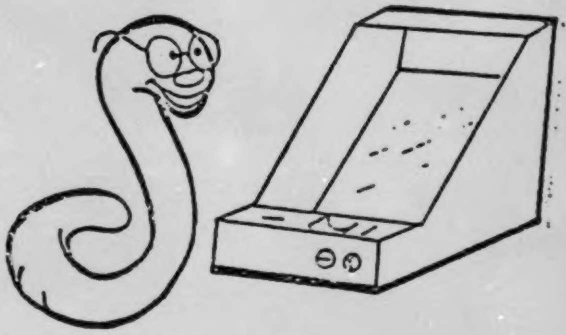
The chart on page 16 is a sample page from the WORLD ALMANAC. Refer to this chart when answering the following questions:

1. Which state produced the most eggs in 1962? ____________
   How many eggs did this state produce? ____________
2. Which state ranked second in egg production in 1963? ____________
3. Which state ranked lowest in egg production in 1963? ____________
4. Did the value of chickens on farms increase or decrease from 1962 to 1963? ____________
   How much? ____________
5. In 1963, which produced a greater gross income, eggs or commercial broilers?
   ____
6. What was the production of eggs by your state for 1963? ____________

USING THE LIBRARY

Many libraries have filmstrips and viewers, and films and projectors for people to use. School libraries usually have films for classroom use.





A Locate the audio-visual section of a library near you, and using the information you can find there, answer these questions.

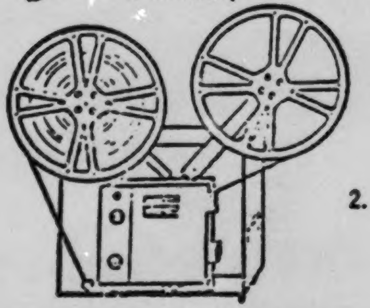
1. What is the difference between filmstrips and regular film? ____________
2. Does your library have sound filmstrips? ______
3. How are the films and filmstrips indexed? ______
4. Is there an area or a room in your library where a group can view films? ____________
5. Is there an area where individuals can view filmstrips? ____________
6. Are you allowed to check out the projectors or viewers? ____________
7. Does your library allow individuals to check out film? ____________
8. List a couple of rules your library has for film borrowers. ____________
9. Think of some advantages a film might have over a book and list them here. ____________
10. Some of the disadvantages ____________

B Choose a film or filmstrip from your library. View it and then complete the following:

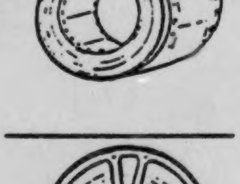
1. Title of film ____________
2. Was this film fact or fiction? ____________
3. List some things you learned from this film. ____________

C Here are some things you may find in the audio-visual section of your library. On the line beneath each, identify the item.

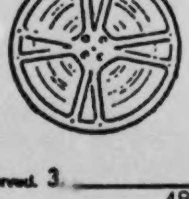
a. filmstrips viewer b. microfilm viewer c. projector d. headphone e. roll of film f. filmstrip



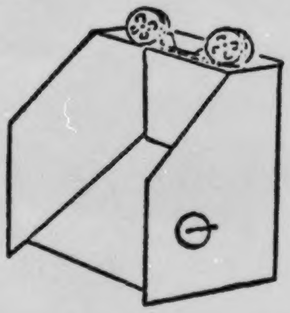
1. ____________



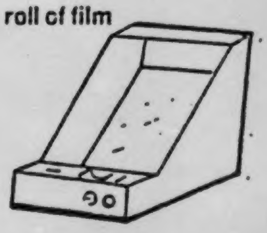
2. ____________



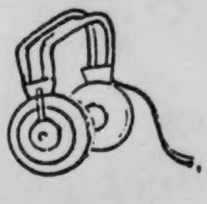
3. ____________



4. ____________



5. ____________



6. ____________

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SIGHTS AND SOUNDS -

AUDIO VISUAL MATERIALS

MATERIALS NEEDED:

"Audio Visual Materials and Equipment" (filmstrip/cassette)

"How to Use and Care For Learning Resources"(filmstrip/cassette

"Films and Filmstrips" (worksheet for each team member)

Filmstrip projector, cassette recorder or player, individual filmstrip viewers

Individual folder, pencil, eraser, paper

PROCEDURE:

1. Sign into the station by coloring in the correct number on your map.

*2. Check to see that all materials are ready.

3. Listen to the cassettes and view the filmstrips in the order listed above.

*4. Rewind each cassette and filmstrip. Return them to the correct containers.

5. Do the worksheet, "Films and Filmstrips," independently. Write directly on the worksheets. Question 8 in Part A does not apply to your IMC so skip it. Remember! DO NOT WRITE ON THE WORKSHEET.

6. Place the worksheet in your folder.

7. You may need additional study period time to complete part B. For Part B you may use a filmstrip with or without sound. Do your viewing on an individual filmstrip viewer. Use the card catalog and/or ask for help from the librarian or library/IMC mother to locate a filmstrip that interests you.

*8. Return all materials. Hardware (equipment) and software (learning materials other than books or magazines) used in the classroom return to the IMC. Folders go into the box provided.

* Team leader's responsibility

REFERENCE

ROCKET

COUNT DOWN - 10:30 a.m.

Blast Off - 10:45 a.m.

BAGGAGE ALLOWED:

- Pen or Pencil
- Language Folder
- Crayons - if stopping at Atlas Station

COATIMUNDI -
WHAT'S THAT?

MATERIALS NEEDED:

Dictionaries

"Use your Dictionary" (worksheet)

Pen or pencil

DIRECTIONS:

1. Use any dictionaries necessary to complete the worksheet "Use your Dictionary".
2. When you have completed and checked over your work, correct your own paper using the answer key.
3. By the way, what _is_ a coatimundi? Put your answer on the back of your worksheet.
4. Don't forget to put your completed worksheet in the correct manila envelope.

ENCYCLOPEDIAS

HAVE IT! *

MATERIALS NEEDED:

Any of the following encyclopedias -

Britannica Junior Encyclopedia
The New Book of Knowledge
World Book
Compton's Encyclopedia and Fact Index
Our Wonderful World

* Use the Encyclopedia" (worksheet) Pen or Pencil

DIRECTIONS:

1. Complete the worksheet using any of the encyclopedias listed above.

   NOTE: In Section IV, stop after writing your ten facts. You may do section IV on the back of your worksheet.

2. Place your completed worksheet in the correct manila envelope.

* IT - something about nearly everything!

W H O ' S   T H A T ?

MATERIALS NEEDED:

1. Laminated sample page from Webster's Biographical Dictionary
2. "Using a Biographical Dictionary" (worksheet)
3. Books Are By People and More Books By More People (Books)
4. Pen or pencil

DIRECTIONS: PART I.

1. Use the information on the laminated page to answer the questions on your worksheet.
2. After finishing, use the answer key to correct your own paper.

DIRECTIONS: PART II.

1. Pick an author of books for children and young people from Books Are By People OR More Books By More People.
2. Read the selection about the author you chose.
3. List the author's name and the most interesting thing you read on the back of your worksheet.
4. Check the card catalog to see if your library/IMC has any books by that person. Write down the titles on your worksheet.

EXTRA CREDIT: Choose one of the activities listed below

1. Read a book by the author you chose and write a report on it.
2. If it is a book for young children, instead of writing a report, make arrangements to read it to a child in kindergarten or first grade. Then write up your experience with this project. (Be sure to practice the book first!)

REMINDER: Be sure to put your completed worksheet in the manila envelope.

BREAK THE CODE!

MATERIALS NEEDED:

Laminated sample page from The Readers' Guide to Periodical Literature.

"Using the Readers' Guide" (worksheet)

Copies of the Readers' Guide

Pen or pencil   blank slips of paper

DIRECTIONS: Part I.

1. Use the information on the laminated page to answer the questions on your worksheet.
2. Correct your own paper using the answer key.
3. Put your completed paper in the appropriate envelope.

DIRECTIONS: Part II. (Slips of paper provided)

1. Use an issue of the Readers' Guide to copy an entry for one magazine article.
2. Be sure to put your name on the slip. On the back of the slip list thedate of the Readers' Guide you used and the page of your entry.
3. Trade entries with another person and break each other's code. Be sure to sign your name as code breaker.
4. Put your completed work in the appropriate envelope.

HINT: Meanings for all abbreations are found within the first few pages of all copies of the Readers' Guide.

GOOD LUCK!

IT'S ALL ABOUT PLACES -
THE GAZETEER

MATERIALS NEEDED:

Webster's Geographical Dictionary and laminated pages

"A Book About Places" (worksheet) Pen or Pencil.

DIRECTIONS:

1. Complete the worksheet.
2. Check your worksheet, using the answer key.
3. Check Webster's Geographical Dictionary for a place beginning with the first two letters of your first or last name.
4. On the back of your worksheet, list the place you found and whether it is a city, country, mountain, bay, island, etc. Also list what country the place is in or near. Would you get there by plane, ship, car or some other method of transportation?
5. Place your completed paper in the appropriate manila envelope.

PEOPLE, PLACES & EVENTS-
INFORMATION
FAST

MATERIALS NEEDED:

The World Almanac and Book of Facts

"Be An Informed Person" (worksheet) Pen or pencil.

DIRECTIONS:

1. Complete the worksheet. HINT: In part III questions 1 and 4 require very up-to=date answers. Be sure to use the most recent almanac for those two questions.

2. Upon completing the worksheet, check your answers with the answer key.

3. Skim through an almanac and list two interesting facts that catch your eye. Use the back of your worksheet. Be sure to note the year and page where you found your facts.

4. Put your completed work in the appropriate manila envelope.

WHERE IN THE WORLD?

MATERIALS NEEDED:

Rand McNally World Atlas

Goode's World Atlas

Grosset World Atlas

Illustrated Atlas for Young America

"Examine An Atlas" (worksheet)
"Learn From Maps" (worksheet)
Pen or pencil , crayons.

DIRECTIONS: DO IN ORDER

1. Complete the "Examine An Atlas" worksheet using any of the atlases listed above.
2. Complete the "Learn From Maps' worksheet and correct your own paper when finished.
3. Place your completed work in the correct manila envelope.

SPACE WALK-
EXPLORING
THE UNKNOWN

CHALLENGING ALL SPACE EXPLORERS:

Choose the best reference tool to answer each question. The tools are:

Encyclopedias Atlases Thesaurus Readers' Guide
World Almanac Webster's Biographical Dictionary
Webster's Geographical Dictionary Dictionaries
plus one unknown: Guinness Book of World Records

MATERIALS NEEDED:

Paper, pencil, access to the tools listed above.

DIRECTIONS:

1. The questions are divided into the following four sections:
   - A. Person, place or thing
   - B. Records! Records!
   - C. Long Ago or Yesterday
   - D. Words, Words, Words
2. For a C on this activity, answer one card from each section.

   For a B on this activity, answer two cards from each section.

   For an A on this activity, answer three or more cards from each section.

NOTE: Be sure to choose two or different colors from each group. Do not write on any of the questions (cards or sheets).

3. For each card include the following as part of your answer:
   - a. The number and color of the question.
   - b. Your complete answer.
   - c. Source of answer including date and page
4. Be sure to return all materials to the proper places and your answers to the correct envelope.

Successful completion of the Space Walk
assures you of an invitation to the

SPLASHDOWN
PARTY!

GOOD LUCK ON YOUR SPACEWALK!

PERSON PLACE OR THING

PERSON, PLACE OR THING?

In what year was NATO created?

What is it?

1

PERSON, PLACE OR THING?

Here are some strange ones! Where are these animals from?

1. dachshund
2. ounce
3. moa

2

PERSON, PLACE OR THING?

Here are some strange ones! Where are these animals from?

1. lemur
2. bandicoot
3. rhea

3

PERSON, PLACE OR THING?

Here are some strange ones! Where are these animals from?

1. aardvark
2. serval
3. puff adder
4. lemur
5. kudu

4

PERSON, PLACE OR THING?

Here are some strange ones! Where are these animals from?

1. serval
2. puff adder
3. kudu

5

PERSON, PLACE OR THING?

Here are some strange ones! Where are these animals from?

1. jackal
2. iguana
3. aardvark

6

PERSON, PLACE OR THING?

Here are some strange ones! Where are these animals from?

1. muskrat
2. kiwi
3. ichneumon

7

PERSON, PLACE OR THING?

What's another term for the Devil's Paintbrush?

8.

PERSON, PLACE OR THING?

Chichén Itza was built by which ancient society?

9

PERSON, PLACE OR THING?

How tall is the Space Needle in Seattle, Washington?

10

PERSON, PLACE OR THING?

You need two magazine articles on diseases for your report. List the complete information needed for someone to check your information.

11

PERSON, PLACE OR THING?

You are looking for information on UFO's. What magazines (list three, including dates) have articles on your subject?

12

PERSON, PLACE OR THING?

Backpacking is your new hobby. List two magazines that have articles on your new interest.

13

PERSON, PLACE OR THING?

List three different sources of information on lions. Be sure the entries are listed completely enough for any of your classmates to find the information.

14

PERSON, PLACE OR THING?

List two complete entries for magazine articles on Chinese cookery.

15

PERSON, PLACE OR THING?

List two complete entries for magazine articles on consumer protection.

16

PERSON, PLACE OR THING?

Which is farther south, Cape of Good Hope or Cape Horn? In what country would you find each of them?

17

PERSON, PLACE OR THING?

Which island is farther west, Jamaica or Puerto Rico?

18

PERSON, PLACE OR THING?

What two countries in South America have no border on the ocean?

19

PERSON, PLACE OR THING?

Valparaiso is the capital of what South American Country?

20

PERSON, PLACE OR THING?

Which is higher, Mt. Whitney or the Matterhorn? In what country is each located?

21

PERSON, PLACE OR THING?

Which is larger, Lake of the Woods or Lake Titicaca? Where is each located?

22

PERSON, PLACE OR THING?

What is the Athabasca? Where is it located?

23

PERSON, PLACE OR THING?

On what continent are the following cities and other places located?

1. Managua
2. Mt. Hood
3. Addis Ababa

24

PERSON, PLACE OR THING?

On what continent are the following cities and other places located?

1. Bologna
2. Columbia River
3. Sofia

25

PERSON, PLACE OR THING?

On which continent are the following cities and other places located?

1. Krakow
2. Serengeti Wildlife Refuge
3. Andes Mountains

26

PERSON, PLACE OR THING?

In what country is each of the following cities located?

1. Valencia
2. Port Said
3. Belgrade

27

PERSON, PLACE OR THING?

In what country is each of the following cities located?

1. Bonn
2. Reykjavik
3. Asmara

28

PERSON, PLACE OR THING?

In what country is each of the following cities located?

1. Florence
2. Melbourne
3. Kabul

29

PERSON PLACE OR THING?

In what country is each of the following cities located?

1. Katmandu
2. Bergen
3. Macao

30

PERSON, PLACE OR THING?

In what country is each of the following cities located?

1. Ottawa
2. Santiago
3. Ankara

31

PERSON, PLACE OR THING?

In what country is each of the following cities located?

1. Marseilles
2. Nagasaki
3. Karachi

32

PERSON, PLACE OR THING?

Which river is longer, Mississippi or Congo?

33

PERSON, PLACE OR THING?

Which island is larger, Sicily or Sardinia?

34

PERSON, PLACE OR THING?

Where are the following places?

1. Chillicothe
2. Walla Walla
3. Wabash
4. Ypsilanti
5. Ogallala

35

PERSON, PLACE OR THING?

What was the profession of George Catlin? For what is he especially well known?

36

PERSON, PLACE OR THING?

Where can Salvador Dali's famous painting Crucifixion be seen?

37

PERSON, PLACE OR THING?

What three horse races make up the Triple Crown?

38

PERSON, PLACE OR THING?

What is the name of the little country (61 sq. mi.) that lies between Switzerland and Austria in Southeastern Europe?

39

PERSON, PLACE OR THING?

For what purpose was the American Standards Association established?

40

RECORDS! RECORDS!

RECORDS! RECORDS!

Name the only jockey to ride two Triple Crown winners in horse racing.

What was the name of each horse?

1

RECORDS! RECORDS!

What two women are tied for greatest nmmber of wins in the U.S. Open Championship (Golf) for women?

Would they have competed against each other?

2

RECORDS! RECORDS!

What two men are tied for greatest number of wins in the U.S. Open Golf Tournament? How many times did each of them win?

3

RECORDS! RECORDS!

What is the record for the largest Walleye caught in the U. S. ?

4

RECORDS! RECORDS

The United States is in a tie with what small country for the number of wins in the Marathon in the Olympics?

5

RECORDS! RECORDS!

What is the world's longest railway tunnel? Where is it located?

6

244

RECORDS! RECORDS!

What is the longest suspension bridge in North America? Where is it located?

7

RECORDS! RECORDS!

What is the longest river in Canada?

8

RECORDS! RECORDS!

Which island or group of islands in the Atlantic Ocean has the largest area in square miles?

9

RECORDS! RECORDS!

Who owns more islands in the Mediterranean Sea, Italy or Greece?
How many islands in this sea are independent?

10

RECORDS! RECORDS!

Which continent is largest in area?

It is also largest in population?

11

RECORDS! RECORDS!

Where are the highest and lowest points on the continent of North America?

Hint: The highest point is likely to be a mountain.

12

RECORDS! RECORDS!

Where are the highest and lowest points on the continent of Asia?

Hint: The highest point is likely to be a mountain.

13

RECORDS! RECORDS!

Who won the Nobel Prize for Peace in 1961? For what other contributions is a Nobel Prize awarded?

14

RECORDS! RECORDS!

What is the tallest building in New York City?

15

RECORDS! RECORDS!

Who was the champion in men's singles in tennis in 1974?

16

RECORDS! RECORDS!

What two presidents tied for most daughters? How many did each of them have?

17

RECORDS! RECORDS!

Which president of the U. S. had the most sons? How many?

18

RECORDS! RECORDS!

Who holds the record or was the champion in men's singles in tennis for 1968?

19

RECORDS! RECORDS! (Pro Football)

Who holds the record for longest field goal? How many yards?

20

RECORDS! RECORDS! (Pro Football)

Bart Starr is number ________________ in the list of Leading Lifetime Passers in Professional Football.

21

RECORDS! RECORDS!

According to population, what is the largest city in the world? Be careful to list only population of the city proper!

22

RECORDS! RECORDS

What is the longest major river in the world? Where is it located? How long is it?

23

RECORDS! RECORDS!

What is the highest mountain in Africa? In what country is it located?

24

RECORDS! RECORDS!

What is the highest mountain in North America? Where is it located?

25

RECORDS! RECORDS!

What is the world's largest island? What is its area in square miles? What kind of climate does it have most of the year?

26

RECORDS! RECORDS!

Which are the largest and smallest continents according to land mass?

28

RECORDS! RECORDS!

What is the George Halas Throphy in professional football? List the winners for any two years.

30

RECORDS! RECORDS! (Professional Football)

List the winners of the Jim Thorpe Trophy for 1962 and 1966. Would they have been well acquainted? Why or why not?

31

RECORDS! RECORDS!

Answer true or false.

1. Michigan was the Big Ten Conference champion in 1971.
2. Archie Griffin won the Heisman Trophy in 1973.
3. Ohio State was the National College Champion in 1968.

32

RECORDS! RECORDS!

Where and what is the deepest lake in the United States? How ddep is it?

33

RECORDS! RECORDS!

Which was the busiest U. S. Airport in 1974?

34

RECORDS! RECORDS!

Who holds the world record for the fastest trip around the world? What is the world record for this trip?

35

RECORDS! RECORDS!

How much did the world's heaviest human weigh?

Who is the world's highest paid bullfighter?

36

RECORDS! RECORDS!

Where was the world's largest gold nugget found?

Who compiled the world's largest crossword puzzle? How bit wasit? (How many clues across, how many down?)

37

RECORDS! RECORDS!

Where is the world's largest chocolate factory located?

Who compiled the world's largest crossword puzzle? How big was it?

38

RECORDS! RECORDS!

Which has been pushed farther - a hospital bed or a wheelbarrow? How much farther?

39

RECORDS! RECORDS!

How long did it take to grow the longest mustache?

How heavy was the world's largest cake?

41

RECORDS! RECORDS!

What is the most expensive of all types of competitive sports?

What is the top selling song of all time?

42

RECORDS! RECORDS!

What is the world's top selling soft drink?

Where is the wettest place on the planet earth?

43

LONG AGO OR YESTERDAY?

LONG AGO OR YESTERDAY?

John and Thurgood Marshall share the same last name. What else do they have in common? Were they contemporaries? Why or why not?

1.

LONG AGO OR YESTERDAY

Meriwether and John Lewis share the same last name. What is each famous for? Were they contemporaries? Why or why not?

2

283

LONG AGO OR YESTERDAY

Nathanael and Graham Greene share the same last name. What is each famous for? Were they contemporaries? Why or why not?

3

LONG AGO OR YESTERDAY

What is the connection between Bernardo O'Higgins and the country of Chile? When did he live?

4

LONG AGO OR YESTERDAY

John and Melvil Dewey have the same last name. For what is each one famous?

5

LONG AGO OR YESTERDAY

Harry Houdini John Kennedy

Give the following information about the two people listed above:

1. full name of person
2. Birth and death dates
3. Why famous

Were they contemporaries? Why or why not?

6

LONG AGO OR YESTERDAY

Susan Anthony Bret Harte

Give the following information about the two people listed above:

1. Full name of person
2. Birth and death dates
3. Why famous

Were they contemporaries? Why or why not?

7

LONG AGO OR YESTERDAY

Babe Ruth Clara Barton

Give the following information about the two people listed above.

1. Full name of person
2. Birth and death dates
3. Why famous

Were they contemporaries? Why or why not?

8

LONG AGO OR YESTERDAY

William Harvey was a contemporary of which of the following men: Guglielmo Marconi or Galileo Galilei?

What was each of the three famous for?

9

LONG AGO OR YESTERDAY

Eleanor of Aquitaine was queen of what two countries during her lifetime?

10

LONG AGO OR YESTERDAY

What vocation did Columba have? In what country did he live? Give the dates for his birth and death.

11

LONG AGO OR YESTERDAY

Whad did John Brown and Sojourner Truth have in common?

12

LONG AGO OR YESTERDAY (in America)

What are Elias Howe and William Crawford Gorgas each known for?

13

LONG AGO OR YESTERDAY

Is it likely, or even possible, that Arthur Fiedler and Walter Damrosch were acquainted? What, if anything, do they have in common?

14

LONG AGO OR YESTERDAY

Each date below is important to our history. Find out why each date is remembered.

1. January 24, 1848
2. November 11, 1918
3. October 25, 1971

15

LONG AGO OR YESTERDAY

Each date below is important to our history. Find out why each date is remembered.

1. February 23-March 6, 1836
2. April 18-19, 1906
3. July 20, 1969

16

LONG AGO OR YESTERDAY

Each date below is important to our history. Find out why each date is remembered.

1. June 14, 1846
2. January 1, 1863
3. November 22, 1963

17

LONG AGO OR YESTERDAY

Each date below is important to our history. Find out why each date is remembered.

1. July 4, 1776
2. February 8, 1861
3. December 7, 1941

18

LONG AGO OR YESTERDAY

Each date below is important to our history. Find out why each date is remembered.

1. April 18, 1775
2. February 8, 1861
3. October 29, 1929

19

LONG AGO OR YESTERDAY

When did the famous Roman statesman, Mark Anthony, live?

20

LONG AGO OR YESTERDAY

When was the American Foundation for the Blind founded?

21

LONG AGO OR YESTERDAY

What two teams played in the Rosebowl in 1970? What was the game score?

22

LONG AGO OR YESTERDAY

What are the oldest living trees in the world? Where do the majority grow?

23

LONG AGO OR YESTERDAY

Who were the first two to be admitted to the Aviation Hall of Fame? In what year?

24

274

LONG AGO OR YESTERDAY

Which article of the U.S. Constitution forbids an ex post facto law?

25

LONG AGO OR YESTERDAY

Fort Sumter was the scene of the first battle of which famous war?

26

LONG AGO OR YESTERDAY

What president of the United States holds the record for the most hand shakes?

What is the largest antique ever sold?

27

LONG AGO OR YESTERDAY

How old would the yawning champ be today?

28

NOTES AND OUTLINING

Name ________________________________ Date ______________

LEARN TO TAKE NOTES

Notes do not tell a complete story, but taking notes as you study will help you remember important points. If you write a report, your notes will help you form a good outline for your report. Try to follow these suggestions when you take notes.

1. Jot down only main ideas and important details.
2. Use just a word or short phrase to express an idea.
3. Take notes in your own words so that you will understand them later.
4. If you copy a sentence from a book, put it in quotation marks.

I. Read this paragraph. The underlined words would make good study notes. On a separate sheet of paper, write down these underlined words to see if they give the main ideas and most important details.

The moon is about 240,000 miles from the earth. It is approximately 2,000 miles in diameter. It is a satellite and revolves around the earth once every 28 days. It has no light of its own but shines by reflected light from the sun. It is an airless, waterless, plantless body.

II. Read the following paragraph and **underline** the words and phrases you think would make good study notes.

India has given the world many gifts. Buddhism, the religion of Japan and Ceylon, started in India. Many useful products, such as cotton, were introduced into the Western World from India. India has given the world some of its most beautiful buildings. Some consider the *Taj Mahal* the most beautiful building in the world. The people of India have taught us the art of carving precious stones and ivory. Probably their greatest gift to us is our decimal number system.

III. Read the paragraph below. As you read, **jot down notes** alongside each heading.

MOTHS AND BUTTERFLIES

Moths and butterflies are often mistaken for each other. Both of these insects have two sets of wings, fly, and go through 4 stages of growth (egg, larva, pupa, and adult). Yet, they do have differences.

The body of a moth is fatter than that of a butterfly. The antennae, or feelers, of a moth are feathery; those of a butterfly are long and thin with knobs at the ends. When a moth rests, it folds its wings down over its body. A butterfly rests with its wings straight up like outstretched hands. Another important difference is that a moth spins a fuzzy cocoon, while a butterfly forms a hard chrysalis.

Likenesses: ____

____

Characteristics of the moth: ____________________________

____

Characteristics of the butterfly: __________________________

____

____ 10a

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Name ______________________________ Date ______________

A PROJECT IN TAKING NOTES

Imagine that your teacher has assigned you a report in two subjects. You have three topics from which to choose in each subject.
Underline the topic you choose. Then, **find** a reference book, textbook, or library book that has information on this topic. **Name** your book and its author. **Take notes** that will help you remember the most important points.

I. In social studies, you may report on: **1.** Benjamin Franklin, Scientist and Inventor; **2.** Inventions of Thomas A. Edison; **3.** Contributions of George W. Carver.

Name of book: ______________________ Author: ______________________

NOTES: ____

____

____

____

____

____

____

____

II. In science, you may report on: **1.** The Life of an Ant; **2.** Our Powerhouse, the Sun; **3.** Sound.

Name of book: ______________________ Author: ______________________

NOTES: ____

____

____

____

____

____

____

____

III. Read the sentences below. Write **T** for true statements; **F** for false ones.

1. Notes tell a complete story. ____

2. Notes help you remember the most important points in your reading. ____

3. Notes should always be written in complete sentences. ____

4. In taking notes, write down only important words and phrases. ____

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Name ____ Date ______________

UNDERSTAND AN OUTLINE

I. An outline is a plan for organizing major points in logical order. Organize these subtopics under the correct main topics below. (You may use a reference book to help you.)

snake trout toad bear monkey eagle turtle frog newt cod herring cow pig cardinal ostrich salamander perch penguin alligator lizard

I. Mammals	II. Birds	III. Fish	IV. Amphibians	V. Reptiles
A.________	A.________	A.________	A.________	A.________
B.________	B.________	B.________	B.________	B.________
C.________	C.________	C.________	C.________	C.________
D.________	D.________	D.________	D.________	D.________

II. An outline includes only main ideas and important details. It is a simple over-view of what you have read.

Read this short report on the lion. Then study the outline of this report below.

The lion is called the "king of beasts" for several reasons. He is a large animal. He has a huge head and impressive mane which give him a majestic appearance. He walks with pride and grace. Because of his strength and sharp teeth, other animals respect him. and so he has few natural enemies.

Actually, a lion is a friendly animal. Other cats travel alone or in pairs, but the lion travels in a group, or "pride". Lions kill only when hungry and willingly share their food with other lions.

Lions prefer open, grassy plains as their natural home. Today, lions are found primarily in Africa, south of the Sahara Desert.

The Lion

I. Called "king of beasts"
  A. Large
    1. Huge head
    2. Impressive mane
  B. Walks with pride and grace
  C. Few natural enemies
    1. Great strength
    2. Sharp teeth
II. A friendly animal
  A. Kills only when hungry
  B. Lives and travels in groups
  C. Shares food
III. Natural home
  A. Open grassy plains
  B. South of the Sahara Desert

On a separate sheet of paper, answer the following questions about the outline.

1. Are complete sentences used to form the outline?
2. How many main topics are in this outline? What are they?
3. How many subtopics are listed under topic I?
4. How many details are listed under subtopic A in topic I? What are these details?
5. How do you identify **main topics** in an outline?
6. How do you identify **subtopics?**
7. How do you identify **details?**
8. Which parts of the outline need to be indented?

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Man's earliest tools were made from objects he found close at hand. Stones were used to crack nuts and grind grains. Shells and gourds were used for carrying water, holding food, and later, for cooking. A sharp-edged stone or shell, could cut meat, saw wood, or scrape hides for clothes. A sharp bone could bore a hole in a hide. A sturdy tree limb could serve as a lever to lift heavy objects. Man gradually improved these tools as he used them.

Fill in the outline below.

I. Tools of ancient man

A. ______

1. ______

2. ______

B. ______

1. ______

2. ______

3. ______

C. ______

1. ______

2. ______

3. ______

D. ______

E. ______

PRACTICE OUTLINING

Read the selections below. On a separate sheet of paper, outline the major points of each selection.

ANIMALS OF AUSTRALIA

Being separated by water from the rest of the world, Australia has developed some species of animals found nowhere else in the world.

One of the most unusual, is the duckbill platypus. This animal is the only mammal known to lay eggs.

Another unusual animal is the kangaroo. It is a *marsupial*, or, animal with a pouch. The kangaroo has a long, thick tail which he uses for balance, and powerful hind legs which he uses to leap about. His strong legs also make good weapons if he is cornered by an enemy.

The koala bear also has a pouch. This shy little animal spends most of his time high in the eucalyptus tree feeding on its leaves.

The dingo is a wild dog found only in Australia. He is a menace to farmers because he often kills sheep which graze on the hillsides.

Another animal found only in Australia is the kuckaburro bird. This strange bird laughs like a hyena and feasts on snakes.

(Clue: There are 5 main topics.)

THE SAHARA DESERT

The Sahara Desert of northern Africa is the largest desert in the world. It consists of mountains and plains. There are a few streams and a few small, sturdy plants, but most of the desert is covered with sand dunes. The temperature is very hot during the day and very cold at night.

The chief people of the desert are nomads who move from place to place. They have few possessions and live in tents which are easy to move about. Most nomads make a living by raising goats and sheep.

The most important desert plant is the date palm which grows in the oases where there is water. These trees provide fruit for food, leaves for roofs, and shade from the sun.

The camel is an important animal to desert travelers. Double eyelashes protect his eyes during sandstorms. Padded knees allow him to kneel in the burning sand. He can also store water for 4 or 5 days.

(Clue: There are 4 main topics.)

Name ....

Date ....

READING 5

NAME: ________________________________ **DATE:** ________________________

DIRECTIONS: Read the following selection. After reading the article complete the outline.

Some years ago, before lions could be raised in zoos, wild lions were caught in Africa and shipped to other countries. When circus and zoo owners bought these wild lions, they took the chance that the lions might either turn so cruel that it would be impossible to go near them, or become so sad and lifeless that they would be of little use.

The early motion pictures needed lions, too. Some years ago in California, Mr. and Mrs. Gay were training wild animals for use in the movies. When Rosie, their first lioness, had three small cubs, the Gay's decided to start a lion farm. Soon they had many lions of all kinds, from fat little cubs to "kings of the jungle". When a motion picture needed trained lions, the Gay Lion Farm was called.

The lions which Mr. and Mrs. Gay brought up from cubs were different from the jungle lions. It even seemed as though the tame lions were not so lively and clever. The lion mothers didn't seem to know how to bring up their cubs. The trainers had to take the cubs away and bring them up on goat's milk. Once they began eating meat, however, their training started. The cubs were patted and handled with kindness. Mr. Gay used nothing but a small switch six inches long. No guns or whips were used in the training program.

The Gays found this more successful than the way the old-time trainers used to train wild animals. Mr. Gay understood that the gently handled lions would answer better to the training. He knew that the lions trained with whips and guns were afraid, and that once the trainer did not watch carefully, the lions might leap on him.

There are many things a lion tamer should know. Even though Mr. Gay's lions seemed tame and friendly, he knew that he must be careful at all times. Like the big cats that they are, lions do not take kindly to much petting and handling. A lion shows when he has had enough of acting and playing with people, and at that point he should be put back inside his cage. Instead of feeling unhappy about being behind bars, the tame lion feels that his cage is his home.

Mr. Gay discovered that the voice was the best means of training a lion to do tricks. He always kept his voice low and directed a lion just as he would a person. He never worked his lions two hours before or after each feeding time, and he made sure that each lion had his one big meal a day alone in his cage. After the lions did tricks, he would give them bits of food and kind words. The Gays ran a successful lion farm for many years in which time they supplied trained lions for circuses and motion pictures.

READING 5

Name: ______________________________

TITLE: ______________________________

I. Why wild lions were not always good for circuses and zoos

A. ______________________________

B. ______________________________

II. How the first lion farm was started

A. ______________________________

B. ______________________________

III. How lions raised by people differ from jungle lions

A. ______________________________

B. ______________________________

IV. How Mr. Gay brought up the cubs

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

V. Some things a lion trainer should know

A. ______________________________

B. ______________________________

C. ______________________________

VI. Some of the best ways to train a lion

A. ______________________________

B. ______________________________

C. ______________________________

READING

OUTLINE PARAGRAPHS NAME: ______________________________

Directions: Read the following article and decide what its topics and subtopics are. Then complete the outline at the right by using the topics and subtopics listed at the bottom of the page.

WHAT WINDS DO

There are times when winds cause trouble. Tornadoes and other windstorms can kill people and animals, uproot trees, and blow down buildings. Sometimes strong winds destroy farm lands by blowing the topsoil from farms, leaving the land useless for growing crops. They carry great clouds of dust into towns and cities hundreds of miles away. At sea, strong winds raise huge waves that beat against ships, toss them about, and sometimes wreck them. Even light winds may make forest fires spread rapidly.

At other times, winds are a great help. Without winds, the great corn belt could not produce its vast crops of corn, for the winds scatter the tiny pollen grains over the waiting corn silks. On some farms, the winds turn windmills to pump water for cattle and other animals. Winds help dry clothes that have been hung out on the clothesline. It is the winds that push sailboats along.

The winds are always moving air from one place to another. In doing this they sometimes cool hot areas by bringing in cool air and warm cold areas by bringing in warm air.

Give help
Scatter pollen
Dry clothes
Push sailboats
Cool and warm the air
Blow dust into cities
Kill people and animals

Pump water
Make dangerous waves
Blow down buildings
Spread forest fires
Cause trouble
Destroy farm lands
Uproot trees

COMPLETE OUTLINE: NAME:____________________

WHAT WINDS DO

I.____________________

A.____________________

B.____________________

C.____________________

D.____________________

E.____________________

F.____________________

G.____________________

II.____________________

A.____________________

B.____________________

C.____________________

D.____________________

E.____________________

READING

OUTLINE A PARAGRAPH NAME: ______________________________

DIRECTIONS: Read the paragraph below.

Most ropes are made from the fibers of plants. Manila ropes, which are the best fiber ropes, are made from the fibers of the abaca (a - ba - ka') plant. Because abaca grows mostly in the Philippines and is shipped from the city of Manila, ropes made from it are called manila ropes. Manila ropes are very strong. They wear well because they can stand rain, wind, and sun. They don't wear out quickly from rubbing either. However, these ropes are expensive.

From the fibers of the agave (a - ga' ve) plant, ropes of a very good quality are made. This plant is also called sisal (si' s'l), so ropes made from it are called sisal ropes. Sisal ropes are about three-fourths as strong as manila ropes and are less expensive, too.

Good ropes also are made from fibers of the henequen (hen' e ken) plant. This plant is also called Mexican sisal, so henequen ropes are often called Mexican sisal ropes. They are not as strong as true sisal ropes.

Long ago almost all ropes were made of fibers from the hemp plant. This is not true now, but hemp ropes are still made and used. Hemp ropes are softer and heavier than manila, sisal, or henequen ropes. They are not as strong as any of these ropes.

Jute ropes are the poorest in quality of all fiber ropes. They are also the cheapest.

____

Jute ropes

Not as strong as others

Almost as strong as manila

Most expensive

Ropes from plant fibers

No longer widely used

Longest lasting

Sisal ropes

Cheapest

Made of agave fibers

Softer than manila or sisal

Henequen ropes

Best quality ropes

Poorest in quality

Hemp ropes

Not as strong as true sisal

Made from abaca

Cheaper than manila

Manila ropes

Also called Mexican sisal

Continued: NAME ______________________

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I. ______________________

A. ______________________

B. ______________________

C. ______________________

D. ______________________

II. ______________________

A. ______________________

B. ______________________

C. ______________________

III. ______________________

A. ______________________

B. ______________________

IV. ______________________

A. ______________________

B. ______________________

C. ______________________

V. ______________________

A. ______________________

B. ______________________

READING

OUTLINE A PARAGRAPH NAME________________________________

DIRECTIONS: Read the paragraph below.

Of all the kinds of violent storms that occur in the United States, the most common are thunderstorms. These usually do more good than harm, for they often bring rain that is badly needed for growing crops. They also cool the earth after a hot spell. But sometimes they cause considerable damage. Part of that damage may result from strong winds or from heavy rains that wash soil away; part may be done by lightning setting fire to buildings and forest. Tornadoes are shirling storms of awful force that follow a narrow path. Tornadoes look like funnel-shaped dark clouds. As they twist along, they lay low everything before them. They uproot trees, carry away bukldings or burst them open, and even plow up soil. Hurricanes are the largest of our violent storms, with paths which may be as much as five hundred miles wide and more than a thousand miles long. Hurricanes blow down great trees, and wreck power and telephone lines. Along the coast, they cause huge tidal waves that carry away boats and buildings, and sometimes flood whole towns. Blizzards are storms of high winds and blinding snow. They interfere with transportation by blocking highways and railway routes with big snowdrifts. They also often cause the death of livestock out on the open range.

Complete the outline on the next page by using from the items listed at the bottom of the page those which best name the topic, the subtopic, and details. Capitalize the first word in each topic, subtopic, or detail.

Hurricanes
Consist of wind and snow
Have calm centers
Thunderstorms
Halt transportation
Are the largest
Cause big tidal waves
Kill livestock
Are the most common
Follow narrow paths
Tornadoes

Kinds of violent storms
Look like funnel-shaped clouds
Ruin along their paths
Are very rare
Sometimes cause damage
Wreck power and telephone lines
Blizzards
Blow down trees
Always start over water
Usually do good

Continued: NAME________________________

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I. ________________________________

A. ________________________________

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B. ________________________________

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OUTLINE A PARAGRAPH NAME________________________________

DIRECTIONS: Read the paragraph below.

Most of our earth is where we can't get at it, but we are lucky in having three parts of it that we can and do make good use of. We bukld our homes, schools, churches, and factories on the land, or solid part. On this same land, we grow fruits, grains, and vegetables. There, too, we raise our livestock. Over the surface of the land we travel and ship goods. From just beneath the surface, we get the coal, oil, and gas that we use as fuels. Our metals, such as gold, silver, copper, and iron, come from the same place. Another important part of our earth that we use constantly is water. We could live only a few days if we could not drink water. From streams, lakes, and oceans, we get fish and other foods. Much of our traveling and shipping is done on the waterways of the world. Falling water provides power to run our engines. The third usable part of our earth is the ocean of air that surrounds us. We could not live if we did not have it to breathe. By means of airplanes we can travel in that ocean of air. We beat and cool that air to make more comfortable temperatures. By means of light and sound, we are able to send messages to each other through that same air.

Complete the outline on the next page by using the items at the bottom of the page. You will need to use one of the items twice. Begin the first word in each main topic, subtopic, or detail with a capital letter.

The land
Travel and ship goods on it
Drink it
Breathe it
The water
Send messages through it
Raise livestock on it
Produce power with it
Grow crops on it
Get fish from it
The air
The usable parts of our earth
Get fuels and metals from it
Use it to change temperatures
Travel in it
Put up buildings on it

Continued:

OUTLINE COMPLETE

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I. ____
    A. _____________________________________
        1. __________________________________
        2. __________________________________
        3. __________________________________
        4. __________________________________
        5. __________________________________
    B. _____________________________________
        1. __________________________________
        2. __________________________________
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    C. _____________________________________
        1. __________________________________
        2. __________________________________
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        4. __________________________________

READING

OUTLINE THE PARAGRAPH NAME________________________

Do you know how animals help people? They supply much of our food. Most of our meat comes from cattle, hogs, sheep, fish, and fowls. We get eggs from hens, and honey from beehives. From cows we get nearly all the milk we drink and most of our other dairy foods. We use the skins of animals for clothing. The leather for shoes, gloves, and some jackets come from animals' hides. Many coats and suits, and some dresses, are made of sheep's wool. Fur coats, capes, neckpieces, and other fur wraps are made from the skins of animals like the squirrels, foxes, seals, and minks. Some animals, particularly birds and toads, destroy harmful insects such as cutworms, beetles, flies, and mosquitoes. For centuries, people have used horses, mules, elephants, and camels to pull or carry heavy loads. People live longer now partly because of the use of such animals as rats and mice in the study of diseases. Animals also provide entertainment for people.

DIRECTIONS: Remember to outline a paragraph, you must decide:

1. What its topic is.
2. What the subtopics are.
3. What important details are given about each subtopic.

Read the paragraph below and complete the outline at the right by using the items listed at the bottom of the page.

Destroy harmful insects
Dairy foods
Leather goods
Supply much of our food
Provide entertainment
Woolen clothing
Eggs

Pull or carry heavy loads
Meat
Fur wraps
Help in study of diseases
Honey
How animals help people
Supply clothing

Continued:

COMPLETE THE OUTLINE

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E.______________________________

F.______________________________

R E A D I N G

OUTLINE A SINGLE PARAGRAPH NAME ______________________________

DIRECTIONS: Read the following paragraph.

Growing peaches requires both knowledge and hard work. The first step in growing peaches is to plant them. Peach trees grow from the stones inside the peaches. The stones are planted in late summer, and in a year will have grown into tiny seedlings. Then the seedlings are grafted onto young peach trees of a very strong kind called root stock. After these two steps are completed, the little peach trees will grow well only if the orchard is properly cared for. The soil must be kept loose, and fertilizers added to it. The trees must have plenty of water, but the ground should slope so extra water can drain off. The orchard must also be kept free of weeds. As the trees grow larger, they are pruned. Pruning trees means cutting off any dead branches, and thinning out the good branches so that sunlight can reach all parts of the tree. The tops are pruned, too, to keep the trees low and spreading. This makes it easier to spray the trees and pick the fruit. To keep the trees healthy, the peach grower must spray the trees regularly. Diseased trees must be uprooted and burned. The right time to pick peaches is when they are ripe, but not soft. They must be picked carefully so they will not be bruised.

____

Prune trees
Spray regularly
Graft seedlings
Growing peaches
Care for orchard
Plant stones
Gather fruit
Keep soil loose
Thin branches
Pick at proper times

Plant trees
Add fertilizers
Remove dead branches
Destroy diseased trees
Handle fruit carefully
Keep well-watered
Keep trees healthy
Trim tree tops
Provide for drainage
keep free of weeds

DIRECTIONS: Complete the outline on the following page by writing in its proper place each item listed at the bottom of this page. Remember that the first word in a topic, subtopic, or detail should begin with a capital letter.

Continued:

PARAGRAPH OUTLINE "PEACHES" NAME____________________

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I.____________________
  A.____________________
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    2.____________________
  B.____________________
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    5.____________________
  C.____________________
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    2.____________________
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  D.____________________
    1.____________________
    2.____________________
  E.____________________
    1.____________________
    2.____________________

BRIGHT PEAKS

PARAGRAPH OUTLINE

NAME ______________________

DATE ______________________

Have you ever had mumps or measles? If you have, the germs that caused the disease got into your body by means of the air you breathed. The germs of many other diseases sneak into people's bodies the same way. Some that you have probably heard of are the common cold, whooping cough, chicken pox, smallpox, and scarlet fever. That is of course why you should always cover your mouth and nose when you cough or sneeze, particularly if you are ill. The germs that cause typhoid fever and certain types of stomach disorders enter the body a different way. They come in with impure food or water. That's why we cook so much of our food, and why -- in some places -- water must be boiled before it is safe to drink. Rabies, the disease carried by mad dogs, and lockjaw are caused by germs that enter the body through wounds, scratches, and other breaks in the skin. For that reason, we apply disinfectants to new cuts to kill any germs that may be around. A few diseases are caused by germs that get into a person's blood stream when he is bitten by certain insects. For example, yellow fever is the result of being bitten by special kinds of mosquitoes. When a person gets what is known as Rocky Mountain spotted fever, it is a sure thing that he has been bitten by a tick, whether he knows it or not.

____

Lockjaw

The common cold

Yellow fever

Some stomach disorders

In food and water

Chicken pox

Smallpox

Rocky Mountain spotted fever

Whooping Cough

Mumps

Rabies

Through breaks in the skin

In the air we breathe

How germs enter the body

Typhoid fever

Measles

Through insect bites

Scarlet fever

Continued:

NAME______________________________

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D.______________________________________

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OUTLINE A PARAGRAPH NAME________________________

DIRECTIONS: Read the following paragraph.

Let's consider the natural forces that are continually at work changing the surface of the earth upon which we live. Perhaps the force we are most aware of is that of water as it moves from place to place. Rocks in mountain streams are worn smooth by the water that rushes over them. When water flows down farm slopes after a hard rain, or when it settles back into a river bed after flooding surrounding farms, it carries away precious topsoil. In mountain areas, rivers have cut deep canyons as they made their way over thousands of years toward lower ground. Even the waves of the ocean that pound forever against the land are continually changing the shoreline. Another force that changes the earth's surface is glaciers. These vast masses of ice and snow form in the upper valleys of high mountains in the North, and move gradually southward. As they push along, they slowly grind away the tops of smaller mountains. Eventually, in the course of hundreds of years, they scoop out new valleys and make new hills by piling up the soil and rocks they carry with them. As they melt, new rivers and lakes are made. The Great Lakes were formed in just that way. A third force that slowly but surely transforms the surface of our world is the wind. Perhaps you have seen farm land from which strong winds have stripped the valuable topsoil. The wind also moves desert sands from one place to another, and wears away the sides of hills and mountains.

DIRECTIONS: Complete the outline on the next page by using the items listed at the bottom of the page.

Make new hills and valleys

Moves desert sands

Wears away mountain tops

Cuts deep canyons

Water

How nature changes the earth's surface

Form new rivers and lakes

Blows topsoil away

Wind

Wears away sides of hills

Wears rocks smooth

Washes topsoil away

Glaciers

Changes the shoreline

Continued:

NAME______________________________

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C.______________________________

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BRIGHT PEAKS NAME________________________

OUTLINE

Did you ever wonder if there ought to be a "Be Kind to Trees" week? It's amazing how much use we make of trees. The lumber that we get from trees we use in making furniture, houses, tools, and hundreds of other things. Wood pulp, which is ground-up wood, is used in making paper, clothing, and even water pipes. From pine trees we get both turpentine and rosin (roz' in). Turpentine is used in making modern plastics. Rosin is used in making paint, soap, and wax. Both rubber and chewing gum are made from latex, the milky juice of different tropical trees. From oak, hemlock, and chestnut trees comes a yellowish powder called tannin that is used in changing raw animal hides into leather, and also in making ink. So you see, several materials important in industry come from trees. Of course trees also make our surroundings more pleasant. They provide shade, attract birds, and add beauty. By giving off water which evaporates, they help to keep the air cool. Then, too, many trees produce foods that we eat. Just think of the fruits and nuts you like best! And don't forget maple syrup! Did you know that most cooking spices come from trees? Even when we breathe, we are indirectly dependent on trees. Their leaves give off into the air the oxygen without which we would die. Do you see why a "Be Kind to Trees" week would be far from silly?

____

Maple syrup
As sources of food
Wood pulp
Keep air cool
Add beauty
Latex
Rosin
Cooking spices
The value of trees

In improving surroundings
Lumber
Tannin
Attract birds
In supplying oxygen
Provide shade
Turpentine
Fruits and nuts
In industry

Continued:

I. ____

- A. ______________________________________
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  4. ____________________________________
  5. ____________________________________
  6. ____________________________________
- B. ______________________________________
  1. ____________________________________
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  4. ____________________________________
- C. ______________________________________
  1. ____________________________________
  2. ____________________________________
  3. ____________________________________
- D. ______________________________________

READING

BRIGHT PEAKS

NAME________________________

OUTLINE

Do you know how icecream is made? You probably know how your mother makes it at home in a refrigerator. The major ingredients - milk, cream, sugar, and flavoring -- are mixed together and placed in a tray in the freezing unit of the refrigerator. Then the temperature control is turned down. Usually, to make sure the icecream will be smooth and not full of particles of ice, the mixture is removed several times for stirring. Some people make icecream in a home icecream freezer. The liquid mixture is poured into a sort of can in which there is an upright post. This post has wooden paddles attached to it at different heights and is called a dasher. The can fits in the center of a large wooden bucket with crushed ice and rock salt filling the rest of the space in the bucket. While the cold produced by the melting ice is freezing the mixture, the dasher is kept constantly turning by a crank that clamps down on top of the can. This keeps the icecream smooth. The icecream you buy is made in creameries in somewhat the same way. When the mixture is ready to be frozen, it is forced through a metal tank or a series of metal pipes. All around the tank or pipes is a freezing agent, usually salt water kept at a temperature well below zero. As the mixture moves through the freezer, it is constantly stirred and moved forward by propeller-like paddles. When the mixture has stiffened and is about ten degrees below freezing, it is pushed out into containers of different sizes and shapes. These containers are then left for four or more hours in a very cold room which is called the hardening room. Then the icecream is ready for delivery to the dealers who sell it.

____

Forced through tank or pipes
Surrounded by salt and ice
In a home icecream freezer
Pushed into containers
Temperature reduced
In creameries
Put in tray in freezing unit
How icecream is made

Removed for stirring
Dasher kept turning
Put in can containing dasher
In a refrigerator
Set in hardening room
Frozen by cold salt water
Constantly stirred by paddles

Continued:

I.____

A.______________________________________

1.____________________________________

2.____________________________________

3.____________________________________

B.______________________________________

1.____________________________________

2.____________________________________

3.____________________________________

C.______________________________________

1.____________________________________

2.____________________________________

3.____________________________________

4.____________________________________

5.____________________________________

READING

READING

BRIGHT PEAKS

NAME

OUTLINE A PARAGRAPH

DATE

Spiders use their silk-like thread in many ways. They make homes with it. Some live in small silk nests near their cobwebs. Others live inside tunnel-like webs. Still others live in underground dens lined with silk. The water spider's home is a diving bell of waterproof silk at the bottom of a pond. Spiders also use their thread in getting food. Unwary insects are caught in thread which the spider has smeared with a sticky substance. A spider knows when an insect has been captured, because a signal line runs from it to the cobweb. The luckless prey is bound with the thread and carried off to be eaten or stored. The silk provides a means of travel, too. On warm days young spiders "fly" by letting thread out into the air. This thread is so light that rising warm air soon lifts it and the spider off the ground. The raft-spider travels over water on twigs and leaves tied together by its silk. Perhaps you have seen a spider's suspension bridge over a brook. A spider can descent slowly from a height by attaching thread to something and letting itself down gradually. Bu enclosing its eggs in a woven sack, a spider even uses its silken thread to protect its offspring from the cold.

To fly through the air

In getting food

Underwater homes

To bind captured insects

In traveling

To cross brooks

Tunnel-like webs

To learn of a capture

Small nests

To float on water

How spiders use their silk

In protecting offspring

Underground dens

To capture insects

To descend gradually

In making homes

Continued:

I.____

  A.____________________________________

    1.________________________________

    2.________________________________

    3.________________________________

    4.________________________________

  B.____________________________________

    1.________________________________

    2.________________________________

    3.________________________________

  C.____________________________________

    1.________________________________

    2.________________________________

    3.________________________________

    4.________________________________

  D.____________________________________

Name ______________________ Date ______________

WRITE A REPORT

Put your reference and study skills to work by writing a report on an interesting topic:

USE THESE SKILLS

I. Use reference books
   - A. Dictionary
   - B. Thesaurus
   - C. Biographical Dictionary
   - D. Geographical Dictionary
   - E. Atlas
   - F. Almanac
   - G. Encyclopedia
   - H. Other? ______________

II. Use your study skills
   - A. Survey your materials
     - 1. Chapter and section headings
     - 2. Pictures and captions
     - 3. Topic sentences
     - 4. Italics
   - B. Read the material that applies to your topic
   - C. Take notes
   - D. Make an outline
   - E. Write your report
   - F Proofread your report

Here are some topics that might interest you.

The First Olympic Games
Why We Have Leap Year
Albert Einstein
Seven Wonders of the Ancient World
Wildlife in Danger
Poisonous Snakes of America
History of the Dead Sea
The Children's Crusade
Ancient Ways of Telling Time
Hinduism, Origin and Practices
Water Pollution
History of the American Flag

1. What is your topic? ______________
2. List the reference books you are going to use:
   a. ______________
   b. ______________
   c. ______________
   d. ______________

(Use the back of this page to list more books.)

3. As you complete each activity below, put an X in the box beside it.

☐ Read, and take notes on notebook paper or small index cards. (Use a card for each subtopic.)

☐ Make an outline from your notes so that the main ideas and important details will follow in logical order.

☐ Write a report from your outline. Make it approximately 300 words long. Give it an interesting title.

☐ Proofread your report and make necessary changes. Rewrite it correctly and neatly.

☐ Make a short glossary of special or unusual words you used in your report. Put the glossary on a separate sheet of paper.

☐ Make a bibliography of the reference books you used. Put the bibliography on a separate sheet of paper.

☐ Now, make a notebook to include your outline, report, glossary, and bibliography. Put your name, date, and the title of the report on the cover.

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CAPABLE READER PROGRAM

UNIT B4

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC142197

PREFACE

The detailed lesson plans contained within this manual are the result of the diligent and dedicated efforts of four pilot program teachers:

Donna Casper	Royce School
Suzanne Loft	McLenegan School
Karen Maren	Todd School
Evelynne Owens	Converse School

Taking concept units constructed by the district's elementary reading consultants -- Sandra Long, Jan Anderson, and Bonnie Kretsos -- these teachers developed lessons for our excelled reading students. In the process, they reviewed a wide variety of commercially published materials to select the best possible resources. The goal was to locate the most meaningful materials to enhance the development of the units' concepts.

Planning activities which stress higher levels of comprehension is a difficult task, but these manuals document that the four teachers were equal to it.

All activities were tried with the students and revised as necessary.

Finally, the teacher followed a common format in the creation of these specific lesson plans.

Subsequently, the elementary reading consultants edited the teacher manuals.

The result is a flexible teacher manual which will both guide classroom teachers from day one and allow all teachers to add their own ideas to personalize the lessons.

Appreciation is due the four pilot teachers and the three reading consultants for their persistent pursuit of a high quality guide for the instruction of our excelled reading students.

William B. Heebink, Ph.D.
Director of Curriculum

February 21, 1981

CAPABLE READER PROGRAM

UNIT B4

OBJECTIVE

Given a selection, the student generalizes as to the author's purpose and form of writing and thinking; such as fact, fiction, or opinion, inductive and deductive reasoning, and supportive statements.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
I. Students learn that inductive reasoning is based on psychological theory that holds that the most lasting and usable generalizations are the ones they discover for themselves. Students must determine the relationship among the details leading to the generalization.	I. Look at supporting details and what they say or imply, and students will make a general statement. A. Analyze selections for instances and principles 1. Read selection A a. Place on Transparency and project b. Ask Questions: 1) What do the details say or imply? 2) Discuss each individual sentence and what it says or implies. 3) What general principle does the statement suggest? c. Repeat above procedure for each successive paragraph identifying instances, details and principles. B. Identify a general principle from a selection in which specific pieces of information supporting that general principle are given. 1. Transparencies 2, 3, 4 a. Overhead b. Project 2. Read the instances of principles a. Instances make a general statement about or imply a principle b. Identify the principle 3. Transparencies 5, 6, 7, 8 4. Story Mimeographed "Custard The Culprit in Transatlantic Sickness" a. Discuss the instances (list on paper) b. Identify the principle described or implied 5. Project transparency #9 a. Reveal only the paragraph and read. b. Reveal statements a,b,c,d one at a time and discusses principles as being right or wrong or could be either because of not enough information given. 6. Bring in books Aesop's Fables or Fables of Foreign Lands. a. Pick out one and read it.	"LOSE" Game: 3 x 5 index cards (a) Place Principles on cards. (b) Place Instances on cards.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book Act. #1 page 661 3 paragraphs		
	Wisconsin Design Folder G-3 Teaching Strategy Outlined pages 709-710 Transparencies pages 724-734	
	W.D.R.S.D. G-3 pages 711-713	
	Worksheet: W.D.R.S.D. G-3 pages 735-738	
	Worksheet: W.D.R.S.D. G-3 pages 741-742	
	W.D.R.S.D. pages 747-749	
	W.D.R.S.D. page 750	
	Books Aesop's Fable Fables From Foreign Lands	FS/cass (4 of them) Aesop's Fable & stories from Foreign Lands
		Poor Richard's Almanac History of Confucius

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	1) List the instances/Write down what the examples in the fables are implying. 2) Identify the principle b. Teacher explains that sayings or maxims are principles.	
II. Students learn that deductive reasoning is based on the belief that much learning is facilitated by giving the learner the generalization and requiring him to practice the concepts leading to the generalization ••Student will be given the generalization. ••Student will practice the concepts leading to the generalization. 317	II. Students are told the general principle (generalization) and then learn to identify the information or examples given in a selection. A. Students will read some fables 1. Hand out dittoed copy of "The Wind and The Sun" a. Ask what general principle (generalization) the fable suggests. Write it down on ditto (You get less done if you try to make others do what you want.) b. What are the examples of the generalization? 1) The wind tried to force its wishes upon the man. 2) The sun proceded to accomplish its wishes in a normal, natural way. 2. Hand out dittoed copy of fable "The Hare and The Tortoise". a. Ask what general principle the fable suggests. (See T.R.B.) b. What are the examples of the generalization? (See T.R.B.) 3. Hand out dittoed copy of fable "The Boy Who Cried, Wolf!". a. Ask what general principle the fable suggests (See T.R.B.) b. What are the examples of the generalization? (See T.R.B.) B. Read Story "Swim For Life" pages 7-16 1. The principle or generalization is swim for life. 2. List the instances or situations which might require a person to "swim for life".	318

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Gameboard: W.D.R.S.D. page 751		
Worksheet: W.D.R.S.D. pages 752-755		
Teacher Resource Book, pages 662-664		
Taskmaster 6^1 pages 10,12 Taskmaster 6^2 page 24 Taskmaster 7^2 page 17		Critical Reading Skills: Book A: pages 4,5,6 Book B: pages 5,6,7 Book C: pages 7,8,9
Oceans and Orbits: Text pages 7-16		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	3. Discussion: a. Why do you suppose Joe swam away from the area in which he and his sister had been diving? b. Tell how Joe's decision to reach the Coast Guard resulted in a happy ending for this story. C. Read Story "The Sign Of A Loser" pages 188-201 Oceans and Orbits 1. The principle or generalization is "You know you're a loser when you offer to help someone cross the street and that person calls a police officer. 2. Read and list instances that cause you to be a loser. D. Students will practice their deductive reasoning skills 1. Read the book in which the mystery is still to be solved. "The Mystery of the Carlyle Airplane Plans". 2. Hand out list of questions: a. Who stole the papers? b. Who killed Arthur Billings? c. Why was Arthur Billings killed? 3. Study the evidence cards and listen to the taped clues in small group. a. List the instances or examples that support the generalization. b. Accept any alternate solution students can support from the acceptable evidence they extract and produce.	
III. Students learn the difference between statements of reality and fantasy and how they relate to the critical reading and thinking process.	III. Students will be introduced to the difference between reality and fantasy. A. Ask students where/or what sources in their daily lives stress reality (factual material; could happen) 1. Newspaper - daily happenings around the world.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Kit: The Mystery of the Carlyle Airplan Plans		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
**Introduce to students the difference between reality and fantasy.	2. Magazines - lengthy factual reports on items of general interest. 3. Textbooks - encyclopedias, factual books B. Ask students what is fiction or fantasy is. 1. Fiction is untrue, imaginative. 2. Only a story, but can be based on historical facts or an authentic experience where the author shapes the facts to make his story more interesting. a. Show fs/cass from Peabody Kit entitled Historical Fiction. b. Discuss which is fact and which is fiction. 3. Reader must be "Alert" to what is fact & fiction. *4. Stress the point that just because its printed in a book, and you read it, it doesn't mean it's true. 5. Determine what is a reality statement and what is a fantasy statement. a. Activity #3 1) Write down letters of fiction statements and find out who the famous person is. 2) Write total fiction story. Cannot happen in real life. (Illustrate your story—including as many details from your fictional story.) 3) Read stories aloud in class—while one reads story, other students will write down fantasy or fiction examples. b. Do Activity #4 c. Do Activity #5 d. Do Activity #6 e. Do Activity #7 f. Read story: "The Incident on Walnut Street" pages 53-56 1) Discussion of questions in red. 2) Write out 5 questions on Page 56.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
		Historical Fiction FS/CASS Peabody Kit
Teacher Resource Book pages 667-668	Worksheet and pencil	
	writing paper, construction paper, crayons.	
Teacher Resource Book, page 669 Teacher Resource Book, page 670 Teacher Resource Book, pages 671-672 Teacher Resource Book, pages 673-674	worksheets	
	Reading and Achieving pages 53-56	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	6. Introduce students to the STEPS used in relating statements of reality and fantasy to the critical reading and thinking process. a. Identify the problem. b. Examine the facts critically. c. Evaluate the facts. d. Make comparisons among the facts. e. Draw conclusions. f. Make use of past knowledge and past experiences. 7. Practice Evaluation Technique a. Hand out typed dittoed article. b. Go through article using steps listed above. c. Complete typed dittoed sheet. 8. Take topic: "Life After Death" (Those cases of people who were clinically dead and survived) a. Take one case per student. b. Evaluate using steps listed above. c. Do library research, too!	
IV. Students learn the difference between statements of fact and opinion and how they relate to the critical reading and thinking process. **Introduce the idea of the difference between fact and opinion.	IV. The difference between fact and opinion. A. Facts are: 1. Things having existence. 2. Existing bits of known and verifiable information. 3. 2 categories a. Defined facts - have an absolute certainty of existence because we have created them by consensus (2 + 2 = 4) True because of agreement and convention. b. Empirical facts - have been discovered, generally as a result of inquiry and systematic investigation (Mars orbits the sun)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 675		
	Bulletin Board or Poster Handy so students can see steps readily	
Teacher Resource Book, page 675		
	Book: Tralins, Robert Buried Alive Argent Books, Inc., 1977, page 80	
Teacher Resource Book, page 678		
	dictionary	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

LESSON, PROCEDURES, ACTIVITIES

B. Opinions are:
  1. Form of belief not quite as strong as positive knowledge.
  2. Based on facts but transcend the absolute certainty of facts and incorporate varying degrees of speculation, confidence, and judgment.
  3. Most theories and generalizations are forms of opinions.

C. Students will practice differentiating between facts and opinion.
  1. Identify simple and obvious facts and opinions.
     a. Worksheet page 2
     b. Discuss after completion so all can competently recognize fact and opinion.
  2. Take a sports magazine or sports section of a newspaper.
     a. Find 10 examples of facts
     b. Find 10 examples of opinions.
     c. Paste on Index Cards.
     d. Label whether they are fact or opinion.
     e. Collect and check
     f. Hand cards back in sets—divide into two teams
  3. Identify Opinions and Facts
     a Worksheet
     b Complete
  4. Identify Facts and Opinions in an article
     a. Read article "Exploring The Silent World" pages 93-103
     b. Read first paragraph on page 96
     c. Identify as to fact or opinion
     d. Point out KEY words for opinion identification.
        1) Perhaps 2) About 3) We can guess
        4) I think 5) As I see it
        6) We feel 7) In my opinion
     e. Work through teacher directed activity on page 49 of Dimensions manual.

EVALUATION

Play game:
"Scrample For Facts"

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Critical Reading Skills Book A, pages 2 & 3 Book B, pages 2 & 3 Book C, page 2 *Sports Illustrated* Magazines, Newspaper, Sports Section 3 x 5 index cards, scissors, glue Teacher Resource Book, pages 681-683	
Teacher Resource Book, page 680 *Dimensions*, "Exploring the Silent World" pages 93-103 *Dimensions*, worksheet ditto Masters 3 & 4		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

    f. Additional practice if needed. Write exercises on paper, complete, discuss using above stated procedure.
5. Read selection "From Force To Law" and relate facts, examples, and instances and relate it to accuracy of account given.
    a. Read selection.
    b. Discussion of material
        1) Pick out judgments
        2) Relate to principle or conclusion
    c. Skillbook page 149 - completed
6. Activity #14 "Trip To The Museum"
7. Activity #15 "Visiting The Side Show"
8. Activity #16 "Add Up The Facts"
9. Activity #17 "But It's In a Book!"
10. Do Activity #18 "The Slide Show"
11. Do Activity #19

D. Deal with facts when they are used as assumption.
1. Identify assumptions
    a. Place paragraph on transparency—project using overhead.
    b. List 3 assumptions from paragraph on board.
        1) There is a vast gap in education.
        2) Educationalists reject advise from their colleagues in academic areas.
        3) Educationalists are not concerned with what students learn.
2. Key words in paragraphs.
    a. However, moreover, nevertheless change entire meaning of the sentence.
    b. Yet, otherwise, although, not, or, nor, in spite of change flow of thought.
    c. And, more than that, moreover, furthermore, also, likewise mean go ahead because there is more to follow.
    d. Opinion, I feel, supposed, assumes indicate opinion.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Reading and Achieving pages 89-92	
Dimensions, pages 430-437 Manual, pages 182-183		
Teacher Resource Book, pages 687-688	paper and pencil	
Teacher Resource Book, pages 689-690		
Teacher Resource Book, pages 691-692		
Teacher Resource Book, pages 693-694		
Teacher Resource Book, pages 695-696		
Teacher Resource Book, pages 697-698		
Teacher Resource Book, pages 701-703	overhead, transparency, grease pencil	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

3. Students will evaluate newspaper accounts by looking for key words which indicate opinion rather that fact.
    a. Search and find.
    b. Cut out and paste

E. Review steps used in relating statements of fact and opinion to the critical reading and thinking process.
1. Identify the problem.
2. Examine the facts critically
3. Evaluate the facts
    a. Use almanac
    b. Use encyclopedia
4. Make comparisons among the facts—make sure all facts are given.
5. Draw conclusions.
6. Make use of past knowledge and past experiences.
7. Work through steps using Activity #23
    a. Place on transparency
    b. Discussion

F. Steps used to test or evaluate an opinion.
1. Ask 3 questions and identify the problem of opinion.
    a. Who says so?
    b. Why does he say so?
    c. How does he know?
2. Examine the opinions critically.
3. Evaluate the opinions.
4. Make comparisons among the opinions.
5. Place Questions on poster board for bulletin board to be used later.
6. Do Activity #25
7. Do Activity #26
8. Do Activity #27
9. Do Activity #28
10. Do Activity #29

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Newspapers, glue, scissors, paper	
Teacher Resource Book, pages 705-707		
	overhead, transparencies, and grease pencil.	
Teacher Resource Book, Pages 708-720		
Teacher Resource Book, Pages 711-713		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
V. Students learn to generalize about the author's pattern of writing which emphasizes the principle thought followed by its supportive detailed statements.	V. Rules of paragraphs in the patterns of writing. A. Find examples of kinds of paragraphs. 1. Introductory Paragraphs . . . a. Give purpose of author b. Give preview of the contents of the selection. c. Indicate plan of organization. 2. Paragraphs of Definition . . . a. Are important to future understandings of the text. b. Assumes that concepts are known to the reader. 3. Paragraphs that principle is explained by illustration. 4. Associate text with pictorial illustrations. 5. Paragraphs of comparison and contrast. 6. Paragraphs of cause and effect. 7. Paragraphs of problem solution. 8. Paragraphs with events in chronological sequence. 9. Paragraphs of enumeration or summary. B. Read story "Snobber" 1. Study roles of introductory and summary paragraphs - Skillbook, page 19. 2. Roles of example and comparison contrast paragraphs - Skillbook, page 58 3. Roles of definition and writer's viewpoint paragraphs. 4. Roles of paragraphs that mark change or transition and sequence. 5. Scientific Expositions and Scientific Thinking. a. State problem b. Gather Data c. Form hypothesis d. Test hypothesis e. Draw conclusion f. Form new hypothesis if necessary	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 722-726		
Dimensions, pages 56-63 Skillbook, _Dimensions_, page 19 Skillbook, _Dimensions_, page 58 _Dimensions_, Skillbook, page 127 (Man., page 154 _Dimensions_, Skillbook, page 140 (Man., page 173 Teacher Resource Book, pages 727-731 Activity #30		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
VI. Students learn to determine the author's purpose and intent in writing a selection.	VI. 3 Basic roles of author	
	A. To inform 1. Do activity worksheet #9 Book A 2. Select one article that's purpose is to inform. a. Cut out b. Paste on clear sheet of paper c. Collect	
	B. To persuade 1. Think about something as a result of your reading. 2. Do Activity worksheet #9 Book A 3. Select one article from newspaper that's purpose is to persuade. a. Cut out b. Paste on clear sheet of paper c. Collect	
	C. To entertain 1. Writer wants you to enjoy what you are reading. 2. Do Activity worksheet #9 Book A 3. Select one article from newspaper that's purpose is to entertain. a. Cut out b. Paste on clear sheet of paper c. Collect	
	D. To state or point out different Points of View 1. Don't always feel about or see the same things in the same way. 2. Writers choose words carefully to persuade you to think a certain way.	
	E. To make your own thinking clearer or find information you raise questions. 1. What subject is the author writing about? 2. How does the author feel about the subject? 3. Is the author taking sides? 4. Do I agree with the author? Why?	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Critical Reading Skills Book A: page 9 Book B: pages 9, 10	Teacher Resource Book page 733 A. Analysis of a book's structure B. Interpretation of the book's contents. C. The criticism of a book as a communication of knowledge
	Newspapers, scissors, glue, clear paper	
	Critical Reading Skills Book A: page 10 Book B: page 12 Book C: page 13	
	Critical Reading Skills Book A: page 15 Book B: page 15 Book C: page 14	
	Critical Reading Skills Book A: page 11 Book B: pages 14, 11	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	F. Basic types of written material have different purpose. 1. Stories, poems, articles may entertain, persuade, inform. 2. News Story - facts that answer who, what, when, where, why. 3. Feature Story - amusing or interesting details about people and things in the news. 4. Editorial - presents an opinion on some subject. a. Find example of each b. Paste on clear paper G. To judge validity of information you are reading, it is wise to know the qualifications of the author. H. Verify an author's credentials. I. Recognize author's intent.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Critical Reading Skills Book B: page 9, 10 Book C: pages 11, 12	
	Newspapers, Magazines, Glue, Paper, Scissors	
Teacher Resource Book, page 741		
Teacher Resource Book, page 742 or Thoughtvault, page 190		
Teacher Resource Book, pages 743-745 or Thoughtvault, pages 134, 171		